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UNIVERSITY OF ALBERTA

**GOAL SURVEY INSTRUMENT DEVELOPMENT:  
MUNICIPAL RECREATION SERVICES**

by

**Gordon A. McIntosh**

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN RECREATION

DEPARTMENT OF RECREATION AND LEISURE STUDIES

EDMONTON, ALBERTA

FALL, 1990





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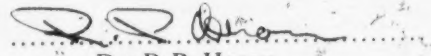
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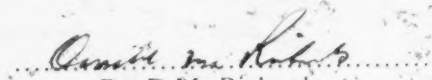
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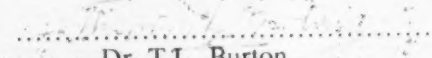
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THE UNIVERSITY OF ALBERTA  
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Goal Survey Instrument Development: Municipal Recreation Services submitted by Gordon A. McIntosh in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN RECREATION ADMINISTRATION.

  
Dr. R.P. Heron  
(Supervisor)

  
Dr. D.M. Richards

  
Dr. T.L. Burton

Date September 28, 1990

## DEDICATION

To my wife, Diane, for her encouragement and understanding, and to my sons, Andrew and Christopher, for their patience and sacrifices during the completion of this research, with whom I share this accomplishment equally because their unwavering support made it possible.



## ABSTRACT

This study examines the reliability and construct validity parameters of Edginton's (1978) goal survey instrument's empirical relationship to a conceptual organizational goal model's *Services Provided*, *Positional*, *Motivational*, *Planning* and *Adaptational* goal groupings. The study's conceptual background reviewed Edginton's organizational goal model relative to four contemporary theoretical perspectives, four approaches to assessing organizational effectiveness, and the three dimensions of the Open System model contained in its conceptual framework. The study's methodological background established procedures to collect data on the goal importance ratings of survey participants having different vantage points for viewing the operative (rather than official type) goals relative to the municipal recreation service setting. The study's Goal Survey requested Recreation Professional and Recreation Student respondents from Alberta (116) to rate their goal observations of (*what is*) and their goal preferences for (*what should be*) municipal recreation services using a dual Likert-type scale with fifty-seven goal items (study's *base instrument*).

The study's instrument testing results derived through correlation and factor analysis, internal consistency reliability, Linear Structural Equation Model Program (LISERAL), T-Test and Analysis of Variance procedures, were used to refine the *base instrument's* construct validity and reliability and to establish satisfactory levels of confidence in its *revised instrument's* (45 goal items) measures of the predominant Goal Survey data features through the use of a goal structure. This instrument's *expected goal model* (goal structure) was statistically compatible with the Edginton's (and the study's) organizational goal model's classification scheme.



Analyses were conducted to examine the Goal Survey's rank order of goal items' and goal grouping's importance ratings, goal congruency (goal observations with goal preferences), goal consensus (commonality within and between respondent groups), and the relationship between respondent groups and their observed goal structures. The study's goal structure analyses results provided concise, and systematic meaningful empirical insights into the predominant empirical features of the observed goal phenomena and the different goal structure orientations of the various respondent groups. In comparison to Recreation Students, Recreation Professionals were observed to assume a *bureaucratic personality*, which placed more emphasis on transitive activities that reflect an organization's need to maintain itself (*SUPPORT* Goals) than on reflexive goals concerning its *raison d'etre* - to provide valued services and products to its external environment (*OUTPUT* Goals).

The study's instrument assessment/development results support numerous conceptual considerations for general organizational goal survey methodologies and instrument development processes. Its statistical verification of the construct validity and reliability parameters of the study's revised version of the Edginton goal survey instrument will be of interest to practitioners and researchers who are interested in better understanding the organizational goals of municipal recreation service. The results of the study's exploratory analysis offer implications for municipal recreation service administration, specifically goal formulation, adaptation and integration processes.

## ACKNOWLEDGEMENTS

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## CHAPTER 1

### THE RESEARCH PROBLEM

#### INTRODUCTION

The notion of *goals*, usually thought of as "... a future state of affairs which an organization attempts to realize" (Etzioni, 1964:6), is a central concept in the study of formal organizations (Georgiou, 1973:291). The attainment of goals is a critical aspect of the survival of all systems (Parsons, 1961:38). Goal attainment is, therefore, a key indicator of organizational effectiveness (Georgopolous and Tannebaum, 1957:534; Price, 1972:3; Steers, 1977:3), and is gauged by the degree of congruity between goal intentions and actual goal activities (Daft, 1983:94). Consequently, the problem of goal attainment in formal organizations, such as municipal recreation service agencies, has primacy over all other organizational concerns (Parsons, 1960:3), irrespective of the theoretical perspective used to study organizations.

The *Behavioristic* (Barnard, 1938; Simon, 1957), *Rationalistic* (Gaus, 1936; Weber, 1947), *Natural System* (Selznick, 1949), and *Institutional/Interests* (Dimaggio, 1988) theoretical perspectives have each contributed to a comprehensive framework for organizations from which to consider organizational goals (Kast, 1974:151). Modern organizations can be concomitantly considered (Aldrich, 1979:3) as: *goal directed* striving for efficiency and effectiveness (Rationalistic); *social entities* comprised of interacting groups of individuals (Behavioristic, Institutional/Interests); and as *structured activity systems* continually adjusting to internal and external influences relative to their defined boundaries (Natural Systems), while continually defining the focus of their activities (goal attainment).

Organizational effectiveness, in terms of goal attainment, has proven to be one of the more intractable problems in organizational theory. A variety of frameworks for measuring different aspects of organizational effectiveness have evolved, using all or any one of the three interrelated dimensions of the Open System model, which are: *Inputs* (the acquisition of resources from the external environment); *Transformation* (internal processes required to turn inputs into outputs); and *Outputs* (something of value that can be exported back to the environment) (Daft, 1983:93).

Each of the theoretical organizational perspectives mentioned has contributed to an evolving goal paradigm (versus a universally accepted theory or model) that reflects the merits of a conceptual framework (Steers, 1977:4) for: 1) the empirical identification of an organization's goals using a *multi-dimensional* viewpoint of an organization's operative goals (Open System model components - Inputs, Transformation and Outputs); 2) the utilization of a *multi-theoretical* perspective that encompasses different prevalent organizational theories (Rationalistic, Behavioristic, Natural Systems and Institutional/Interests); and 3) the utilization of a *multi-faceted approach* (Goal, Internal Process, System Resource and Integrative) to assess organizational effectiveness (goal attainment).

In the municipal recreation service setting, the end product of the organization's efforts is usually thought to be the changes in lifestyle and leisure behaviors which occur as a result of peoples' participation in its programs or services (Edginton, 1978 b:1). However, this cursory appraisal of the goal orientation of such entities cannot account for all of the work-related activities that occur within these types of organizations (Cyert and March, 1963:29; Simon, 1964:19; Mohr, 1973:472). Despite the critical importance that the notion of goals plays in theories



of organizational behavior, its empirical investigation has been limited, both within the municipal recreation (Edginton, 1978 b:3) and the general organizational analysis field (Mohr, 1973:470). Similarly, public recreation service practitioners have given little attention to identifying the specific steps necessary to determine and achieve goals (Balmer, Daminato and Luhuis, 1975; Bannon, 1976:301; Gold, 1977:11; Atkinson et al., 1978:215) and to measure goals (Nogradi, 1980:29).

Lack of empirical attention to this subject by researchers can be attributed to an oversimplification of goals and theoretical goal constructs from which to develop and apply: a) an operationalized measurement of organizational goals (Hall, 1977:163); b) a conceptual framework that reflects the complex nature of organizational goals (Mohr, 1973:472); and c) a methodology to identify the *actual*, (operative) versus *official*, goals of an organization (Gross, 1968:523). Similarly, the public recreation administration field, in general, is characterized by a lack of determination of a comprehensive set of goals related to its operations and/or its constituents (Gold, 1977:11). This paucity of empirical investigation and administrative attention has prevailed despite much academic literature devoted to the reconceptualization of public recreation (Gray & Greben, 1974; Gray, 1984) and the need to reformulate municipal recreation goals, service objectives and strategies in response to changing external influences on public services (Murphy, 1975; Balmer, 1979; Lepage, 1982).

There have been three recent empirical studies of organizational goals in municipal recreation service settings. Each of these studies addresses ideal components for a comprehensive goal study methodology. The Edginton (1978) goal survey instrument presents a useful goal statement inventory categorized within a goal structure comprised of five goal groupings and a goal measurement methodology to identify organizational goals. His study was limited to a homogeneous sample

population of municipal recreation service directors and lacked empirical verification of its goal survey instrument's goal structure. The Witt et al. (1979) study focused only on the Output dimension of the Open Systems model, but conducted statistical verification procedures to collapse its instrument's seventeen goal statements into two Output goal dimensions. The Goodale and Witt (1979) study similarly focused on Output goals through surveying a heterogeneous population (both within, and external to, a specific organization) to examine inter-respondent group (Recreation Staff and Citizens) goal importance rating differences and similarities.

This study adopts the format, goal activity statement content, goal structure classification scheme (organizational goal model) and goal measurement methodology of the Edginton study. It uses statistical procedures similar to the Witt et al. study to assess and refine the reliability and construct validity parameters of the Edginton goal study instrument. It conducts a survey among a heterogeneous population in the manner of the Goodale and Witt study to gain a more comprehensive perspective of the nature of organizational goals within municipal recreation service settings.

#### **NATURE OF THE STUDY**

This study has two main parts - an instrument assessment/development component to test and refine the reliability and validity of the Edginton goal survey instrument, and an exploratory component dealing with an analysis of the goal phenomena under study.

The instrument assessment/development component of the study focuses on: i) the reliability of the instrument's measure of the goal phenomena; and ii) the construct validity of the instrument's content relative to the theoretical organizational goal model that it is purported to represent. The exploratory component of the study focuses on: i) the determination of and the descriptive nature of the goal structure

derived from the observed data; and ii) an exploration of the statistical relationships among the instrument's dependent variables (goal items), and between the dependent and independent variables (respondent groups), to further understand the Goal Survey data.

### **PURPOSE OF THE STUDY**

The three main purposes of the study were:

- 1) To outline a theoretical organizational goal model and conceptual framework to analyse organizational goals in contemporary organizations;
- 2) To assess and further develop Edginton's organizational goal study instrument and methodology for application in the municipal recreation service setting as a reliable and valid research approach relative to the theoretical organizational goal model and conceptual framework adopted for the study; and
- 3) To describe the nature of the observed organizational goal phenomena and theoretically relevant relationships based on its Goal Survey data derived from a sample population of students and recreationists in the field of public recreation.

The first two purposes are related to the unanswered question of the reliability and validity of the Edginton instrument and methodology. The third purpose is related more to the study's exploration of organizational goals for municipal recreation services.

### **STATEMENT OF THE RESEARCH PROBLEM**

The study investigated two main problem statements.

1. Is the Edginton goal survey instrument a reliable and valid measurement tool to study organizational goals in a manner consistent with the theoretical organizational goal model and conceptual framework adopted by this study?

Three sub-problems related to addressing this main problem statement (stated in the form of null hypotheses) are as follows:

1.1 *There is no significant internal consistency value attributed to the measurement reliability of some version of the Edginton instrument;*

1.2 *There is no significant construct validity attributed to the collapsing of the Edginton instrument's goal statements within a goal structure (as derived from the study's survey data by factor solutions) that approximates his organizational goal model classification scheme; and*

1.3 *There are no significant differences derived from the observed survey data verifying the Edginton instrument's discriminatory power among and between its empirical indicators of the organizational goal phenomena.*

2. **What is the research utility level of an Edginton-type goal survey instrument for examining the observed organizational goal phenomena of the study's Goal Survey in terms of:**

- a.) *the rank order of the goal statements and/or groupings;*
- b.) *the what is and what should be ratings of the goal statements and/or groupings; and*
- c.) *the ranking and dual rating of the goal statements and/or groupings by different respondent groups.*

## **SIGNIFICANCE OF THE STUDY**

Over the last few decades prior to 1980, municipal recreation services experienced an unprecedented growth, accompanied by increased organizational expenditure allocations, sophistication and complexity (Theobald, 1979:6-17). Since 1980, most governmental agencies have been facing cutbacks in resource allocations (Goodale and Witt, 1979:17) amidst constraining economic factors, and rapid social and political change (Gray and Greben, 1974; Goodale, 1980; Gray, 1984). These



conditions have generated greater demands for accountability in resource allocations and directions for municipal recreation operations (McIntosh, 1985:265; Foley and Benest, 1987:89); a higher degree of concern over the degree of effectiveness of such organizations (Nogradi, 1980:29); a heightened practitioner interest in formulating and reformulating goals (Goodale and Witt, 1979:17); and recent researchers' attempts to empirically investigate organizational goals (Edginton, 1978; Goodale and Witt, 1979; Witt et al., 1979; Nogradi, 1980; Hastings, 1984) within municipal parks and recreation service settings. The notion of organizational goals in municipal recreation services has become a matter of practical importance, in addition to one of academic interest and inquiry (Hjelte and Shivers, 1972; Murphy et al., 1973; Reynolds and Hormachea, 1976; Bannon, 1976; Kraus and Curtis, 1977; Edginton and Williams, 1978; Graham and Klar, 1979; Howard and Crompton, 1980; Rockwood, 1980; Lutzin, 1980; and Rodney and Toalson, 1981). This, likewise, applies to organizational analysts and management concerned with effectiveness of modern organizations (Gross, 1969; Mohr, 1973:470; Georgiou, 1973:291; Hall, 1977:70; Robbins, 1983:129).

Few organizational goal classification schemes have been developed that permit professionals and researchers alike to utilize a comprehensive goal structure in analysing the diverse range of goal-related activities in municipal recreation service settings. Some goal classification schemes that do exist (Witt et al., 1979; Nogradi, 1980) focus primarily upon the commonly assumed programs and services goals (or Output goals) associated with the work activities of such entities. Edginton's (1978) adaptation of Gross's (1968) methodology to study organizational goals in universities involves a *multi-dimensional* goal classification which recognizes the existence of subsidiary or sub-goals, and that facilitate a more comprehensive (Open

System Model) perspective of the needs of an organization that do not appear to directly contribute to its attainment of goals (Steers, 1975:555). Edginton's and Gross's theoretical goal model's five goal categories describe an organization determining what means to use for ensuring its survival in its environment (1 - *Adaptational* and 2 - *Positional* goal activities); establishing a means of coordinating its efforts (3 - *Planning*); solving its organizational concerns with minimum strain and tension (4 - *Motivational*); and exporting valued services and products to its environment (5-*Output*) (Gross, 1968:524).

Organizational goals, when properly developed, form a base for establishing the legitimate purpose for the organization's existence for providing employee direction and motivation; for setting organizational decision guidelines; for reducing of uncertainty; and for having standards in establishing and evaluating performance criteria (Daft, 1988:90). Once an organization has determined its goals it is in a position to establish policies and strategies for resource allocation (and thereby its physical, fiscal and human resources) in a manner to effectively achieve its desired ends. This planning and management function in municipal recreation service agencies is the primary responsibility of municipal recreation directors. It is incumbent upon the senior manager of an effective municipal parks and recreation department to be the *link pin* in disseminating information about the department's mission, goals and strategies; guiding organizational member goal oriented behavior; monitoring information on external influences to ensure the organization is responsive to them; and forging the needs and interests of the various stakeholders, each with a vested interest in the department's services and activities (Lawrence and Lorsch, 1967(b.):47; Mintzberg, 1973:65-77).

In essence, it is the senior manager's responsibility to facilitate the processes of interpreting organizational members' values and defining the agency's

organizational goals (Daft, 1983:466). Critical to the notion of organizational goals is the senior manager's place in a complicated powerplay of individuals' or groups' interests, (March, 1965:70), internal and external to the organization (Etzioni, 1964:18). To effectively achieve organizational goal consensus and goal attainment among shifting dominant coalitions within the organization (Thompson, 1967:76) senior managers must consider these various interests to both develop and achieve organizational goals.

The Senior management's role in modern complex socio-political organizations is to intervene between multiple and competing variables and to make decisions that provide guidelines for a stable environment within the organization (Mechanic, 1962:353). While it is at the nexus of the organizational goal determination process as a facilitator (Bernthal, 1974:188), it is no longer adequate to consider its goals as necessarily those of the organization (Georgiou, 1973:297). To more accurately examine the organization's goal structure, the researcher and senior manager alike must consider the collective perspectives of different interest groups, within and external to the organization, in order to study or manage organizational goals in a manner consistent with the more recent Institutional/Interests perspective of organizations. This multiple organizational interest focus represents an important break with the rational-actor model by adopting a strategy for modeling and explaining organizational goal phenomena in terms of socio-psychological, micro-behavioral and organizational culture phenomena (Dimaggio, 1988:17). Specifically, this Institutional/Interests perspective states that organizations have interest groups which harness the power of institutions to pursue their own objectives (Myer and Scott, 1983:199-215). These coalitions use their own power premises to intervene (Dimaggio and Powell, 1983:126) and require the organization's goals to respond to

their interests (Myer and Scott, 1983:201). Senior managers are not the sole determinants of organizational goals; rather, management and organizational goals are driven by the process of interest mobilization and organizational culture phenomena (Dimaggio, 1988:19).

### ASSUMPTIONS

In order to assist the exploration of the nature of organizational goals in municipal recreation service settings, this study assumed the following:

1. It was assumed that the collective goal perceptions of the survey population were a reasonable estimate of the determination of, and the rank importance of, the instrument's goal statements, even if all respondents did not equally share similar opportunities to observe these goal activities' actual importance and/or presence within a municipal recreation service setting (Gross and Grambsch, 1968:11).
2. It was assumed that findings based on the respondents' rating of goal statement importance through a dual rating scheme (*what is* and *what should be*) would provide some distinction that protected against respondents' *what is* goal importance ratings being simply an expression of their own goal preferences, rather than observations on the goal statements' *current* importance within the municipal recreation setting. This assumption, meanwhile, did not apply to the *what should be* goal importance ratings, for which the personal opinions were sought to determine the respondents' collective expression of attitudes and values (Gross and Grambsch, 1968:12) on the *future* importance the goal statements should have in the municipal recreation services setting.
3. It was assumed that the exploratory analysis component's findings, based on a reduced list of goal-items through the refinement of the study's *base* goal survey instrument's content, were not affected by the respondents' ratings of those



items deleted from the *base* instrument (57 goal-items) in the *refined* instrument (45 goal-items).

## LIMITATIONS

The following limitations may have affected this study:

1. The nature of the closed-end format in the questionnaire restricted the amount of information about the goals in an organization that could be obtained from respondents.
2. The goal statement list utilized in the study was not intended to be a comprehensive representation of all the goal activities present in a municipal recreation service setting but, rather, was intended to represent the goal groupings of the study's theoretical goal model relative to such agencies.
3. The Edginton goal study instrument was designed to obtain the goal importance perceptions of a somewhat homogeneous population and may, therefore, exhibit different measurement performance for the heterogeneous survey population of this study.
4. The method of goal determination utilized in this study is not universally accepted as an ideal measure of an organization's goals. Since organizational theorists are not in complete agreement as to the nature, value, or determination of goals, this is an irreconcilable problem.

## DELIMITATIONS

This study was delimited in the following ways:

1. The Goal Survey data analyses were delimited to 116 respondents from Senior and Junior Management staff, through a random sampling of municipal recreation service personnel in communities over 5,000 and under 25,000 in population; Alberta Recreation and Parks Department Consultants based in

Edmonton; and two classes of 4th Year Recreation and Leisure Study undergraduate students at the University of Alberta involved in a field placement practicum during the time of their response to the Goal Survey.

2. The study's *base* instrument's content was delimited to Hasting's 1984 adapted version (59 goal statements) of Edginton's (1978) goal study instrument (85 goal statements) designed to examine organizational goals specifically within municipal recreation service settings.

3. The ratings of the Goal Survey participants were restricted to the point in time the survey took place - September, 1987.

4. The exploratory analysis of the data was delimited to the observed goal phenomena of the Goal Survey. There is no intention to generalize the results of the study to describe the nature of organizational goals on a broader basis to the municipal recreation services setting in general.

5. Data were collected using mailed and *on site* administration techniques to solicit responses by way of a questionnaire completed by the survey participants as to their ratings of importance for a number of goal statements.

#### DEFINITION OF GENERAL TERMS

The following terms have been used, and are defined, for the study of variables relative to operationalizing the theoretical goal model and conceptual framework adopted by this study's inquiry within the municipal recreation service settings (Departments).

**The Study's Conceptual Framework** encompasses a *multi-theoretical perspective* (Rationalistic, Behavioristic, Natural System and Institutional Interests); the *multi-dimensional* viewpoint of the Open System model (Inputs, Transformation and Outputs); and a *multi-faceted approach* to assessing the organizational

effectiveness (Goal, Internal Process, System Resource and Integrative) reflecting the complexity of modern formal organizations.

**Organizational Goal Type Groups** - The five goal groupings reflect Edginton's intuitive collapsing of his goal survey instrument's multi-item goal content based on their similarities into groupings which are defined as follows:

1. *Services Provided Goals* are reflected in a municipal recreation service agency's (Department) creation of recreation and leisure services and the desired outcomes for participants individuals in such services;
2. *Positional Goals* involve activities which are directed toward maintaining or improving the position of the Department in terms of required external approvals and resource allocations;
3. *Motivational Goals* focus on the degree of personal satisfaction with the Department of both its internal staff-members and the constituents it serves;
4. *Adaptational Goals* reflect the Department's ability to relate to and/or adapt to various factors that are constantly changing within its environment; and
5. *Planning Goals* represent a Department's attempt to establish directions for the focused allocation of its scarce resources in response to needs and demands that it is mandated to deal with (Edginton, 1978 b:8).

**Organizational Goal Focus Groups** collapse five *Goal Type* groupings into:

- A. *SERVICE PROVIDED GOALS*, represented by the *Services Provided Goal Type* grouping as previously defined;
- B. *MANAGEMENT GOALS*, dealing with decision making processes within the Department and represented by the *Goal Type* groupings *Motivational* and *Positional Goal Type* groupings as previously defined; and

C. **STRATEGIC PLANNING GOALS**, reflecting the Department's efforts to set directions and to adapt to external influences, and represented by the *Adaptational* and *Planning Goal Type* groupings as previously defined.

**Organizational Goal Category Groups** classify the *Goal Focus* and *Type* groupings into as follows:

I **OUTPUT GOALS**, which are the contributions the Department makes to its external environment, and are represented by the *SERVICES PROVIDED* goal focus grouping as previously defined; and

II **SUPPORT GOALS** which involve the Department's efforts to maintain itself, and are represented by the *MANAGEMENT* and *STRATEGIC PLANNING* goal Focus groups as previously defined.

The Study's **Organizational Goal Model** is represented by the hierarchical organizational goal structure reflected in the collapsing of organizational goal activities into goal *Type*, *Focus*, and/or *Category* groupings noted above, as hypothesized and purported to be present in the Edginton goal study instrument's multi-goal statement content (1978 b:8; Hastings, 1984:63) for use in municipal recreation service settings.

**Organizations** "... are social entities, that are goal oriented, deliberately structured activity systems within an identifiable structured activity systems within an identifiable boundary" (Aldrich, 1979:4-6)

**Municipal Government** refers to any local government unit (such as a city, town, village or district), that is incorporated for self-government within the statutes of the Province of Alberta.

**Municipal Recreation Services** are a function of a specific organizational unit (Department) within municipal government which has a mandate to provide local



property tax based public recreation opportunities, services, and programs for its community's citizens in the following areas: cultural programs; recreation activity opportunities; recreation facility, park, open space and/or outdoor athletic areas operations; and/or development.

**Organizational Goals** are "a desired state of affairs which the organization attempts to realize" (Etzioni, 1964:6), whose direct referent is either the organization itself or some aspect of its environment (Mohr, 1973:475), and as reflected by tacit agreement among its members' individual goals for the organization (Cartwright and Zander, 1963:309; Thompson, 1967:28).

**Actual or *what is* Goals** reflect the *current goal activities* of the organization, regardless of its officially stated goals, as observed by members within the organization (Gross and Grambsch, 1968:10).

**Desired or *what should be* Goals** reflect the *goal intentions* of the organization, reflecting its members perceptions of and what the organization as a whole should be striving to achieve (Gross, 1968:10).

**Goal Consensus** refers to the degree of agreement by respondents about a specific goal statement's importance within a set of responses for the study's dual rating scheme (either *what is* or *what should be*) (Edginton, 1978 a:42).

**Goal Congruency** refers to the level of agreement between goal activities and goal intentions within the study's dual rating scheme's response sets (*what is* and *what should be*) (Edginton, 1978(a):42).

**Goal Determination** reflects confirmation that a particular goal is present within an organization's goal structure, and is affirmed by an empirical indicator of the degree of consensus (standard deviation less than 1.0) among respondents on their collective rating of goal importance (Gross and Grambsch, 1968:10).

**Goal Attainment** represents the primary concern of an organization, (Parsons, 1961:38) namely, the pursuit of specific aims which legitimize its existence, enable it to call on its environment for inputs and guide its transformation of inputs into outputs (Gross and Grambsch, 1968:519).

**Organizational Effectiveness** reflects the degree to which an organization realizes and/or makes progress toward its goals (Parsons, 1956:64), as evidenced by the level of congruency between its actual goal activities and its goal intentions (goal attainment).

**Goal Observations/Preferences** are reflected in an individual's indication of what he sees (*what is*) the organization doing (goal activities), and what he thinks (*what should be*) it should be striving to achieve (goal intentions) in terms of goal emphasis. Collective consensus among respondents as to their ratings of importance for the goal survey instrument's items provides a reasonable estimate of an organization's goals (Gross, 1968:525) in terms of either goal activities or goal intentions.

## OUTLINE OF THE STUDY

This study is based on a theoretical organizational goal model purported to be represented in Edginton's goal study instrument designed for application in municipal recreation service settings. Further, its theoretical conceptual framework for the application of the instrument is intended to provide useful insights into the nature of organizational goals in such a setting. To this end, Chapter 1 has outlined the three interrelated purposes of the study; stated the two problems and their subproblems, established the significance and nature of the study; and its assumptions, limitations and delimitations and definition of general terms.

Chapter 2 presents a review of salient theoretical organizational literature, relevant studies and similar research methodologies. Its purpose is to develop the

theoretical conceptual framework and organizational goal model adopted by the study, and establish a methodology to operationalize these elements based primarily on Edginton's (1978) and Gross's (1968) research approach to the study of organizational goals.

Chapter 3 discusses the methodology used for the development, administration and testing of the study's *base* and *revised* instruments, profiles of the survey respondents and procedures employed to analyse the Goal Survey's observed goal phenomena.

Chapter 4 describes the results of the data analyses presented in Chapter 3. This Chapter provides the reliability and validity testing results of the study's *base* and *revised* instruments and the analyses of the dependent and independent variables and their significant relationships exhibited in the Goal Survey data.

Chapter 5 incorporates the conceptual background information, the methodological procedures, and the data analyses results relative to analyses of the problems stated for the study.

The final Chapter summarizes the study, and discusses conclusions and implications of the study for practise and research.

## CHAPTER 2

### REVIEW OF LITERATURE

#### INTRODUCTION

The aim of the Chapter is to weave some appropriate views from relevant organizational analysis and public recreation literature, studies, and methodologies within a relevant theoretical conceptual framework and organizational goal model for the empirical exploration of organizational goals in municipal recreation service settings using Edginton's (1978) goal survey instrument.

The **Related Literature** section deals with salient conceptual organizational theory, effectiveness and culture perspectives. The next section, **Related Studies**, reviews issues and approaches associated with identification, measurement and methodological approaches to operationalizing the study's conceptual framework for the empirical study of organizational goals. The **Related Methodologies** section presents specific research methodologies that focus on the study of organizational goals within municipal recreation service settings. The last section summarizes the theoretical conceptual framework and organizational goal model established for the study based on the Review of Literature.

#### RELATED LITERATURE

##### Organizational Analysis

Several organizational analysts (March and Simon, 1958; Gouldner, 1959; McGuire, 1961; Blau and Scott, 1962; Scott, 1964; Etzioni, 1975; and Thompson, 1981), in their conduct of intensive reviews of their field, have all generally reached the conclusion that the development of a unified theory of organizations is an expression of aspiration rather than a reflection of reality (Georgiou, 1973:291). Nevertheless, most discussions and studies within this realm can be regarded as



having an essential unity, namely, the notion of organizational goals (Gross, 1969:227). This common theme - the compelling quality of an evolving goal paradigm (versus a universal theory or model) (Georgiou, 1973:291) - has denoted, since the inception of organizational theory, an overwhelmingly accepted conceptualization of organizations as goal attainment devices (Gaus, 1936; Barnard, 1938; Weber, 1947:337; Michels, 1949), with goal orientation having primacy over all organizational concerns (Parsons, 1960:36), irrespective of the theory or model utilized to analyse organizations (Georgiou, 1973:291). Prevalent theoretical perspectives of organizations either explicitly or implicitly introduce the concept of organizational goals (Simon, 1964:2). They each provide critical contributions to the analyses of organizational features and, in this context, none of them are viewed as right or wrong; rather, their usefulness lies in their relevance to the comprehensive study of organizational goals. The Rationalistic, Behavioristic, Natural System and Institutional/Interests organizational perspectives represent a continuum of traditional to modern theoretical organizational concepts. The first, a more traditional theory, uses a highly structured closed system model approach, while the latter three reflect modern organizational theory's shift toward the more dynamic open system view of organizations. Each, upon examination, focuses on a specific element of the Open System organizational model on either its Output component, its Transformation (Internal Process) components, or its Input components.

#### **The Rationalistic Perspective**

The Rationalistic perspective (or rational goal theory) is distinguished by the notion of formal organizations having a preconceived omnipresent goal (Gaus, 1936:66) which sets them apart from other informal social systems (Gouldner, 1959:40) and determines the premises by which other organizational features could

be elaborated (Weber, 1947:51-52). The Rationalistic models are distinguished by at least four major features: i) emphasis on the collective action by its individual members; ii) organizationally predetermined member behavior patterns; iii) clear goals; and iv) a defined external environment (Gouldner, 1959:405; Hage, 1965:290; Hill and Egan, 1966:3). The simplistic model, within this conceptual perspective, was the *classical economic* theory of the firm. This model was predicated on the assumption that each firm was so small in relation to its environment that it could exercise no discretion, and that it had to behave rationally toward an essential goal, namely, profit maximization (Cyert and March, 1963). Its focus centred around the personification of the firm as a single mythical entrepreneur (Lewin, 1948:72-74).

Frederick Taylor (1911), assuming the singular organizational goal to be deterministic, developed the *scientific management model*, which established management techniques to control and measure individual performance. Weber (1947) developed the *ideal bureaucracy* model based on a defined authority structure in which hierarchical members' behavior was directed by general rules oriented toward a single goal for the organization. Henry Fayol's (1949) focus on the managerial role typified the Rationalistic perspective's view that the managerial elite used rational and logical means to pursue clear goals, while lower worker echelons were governed by nonrationalistic orientations (Perrow, 1961:854) and, therefore, must be induced by compensation to contribute to the organization's pursuit of specific ends (Simon, 1965:173).

In the Rationalistic perspective, organizational models are permeated with the classical notion that organizations have a well defined goal, intuitively perceived to be concerned with the organization's function in society (Mohr, 1973:471), and that the most effective and efficient use of resources was the organization's primary concern as the means to a stable and given end or goal (Perrow, 1961:855). The

inadequacy of this classical (or traditional) perspective is that it lacks integration with empirical evidence that modern organizations are complex (Blau and Scott, 1962:1), not simple. Their environments are unstable (Selznick, 1966:74; Thompson and McEwen, 1958:24), not stable. They have multiple and conflicting goals (Cyert and March, 1963:30), not just one omnipresent goal. Nonrationalistic behavior exists at all levels (Perrow, 1961:855), not just among lower levels. Organizations are comprised of individuals, who are the basic strategic factor in organizations (Barnard, 1938:73), since organizational entities themselves cannot be personified (Simon, 1964:1; Thompson, 1967:127). Consequently, this theoretical perspective has failed to respond to the introduction of modern organizational concepts and research. Nevertheless, the Rationalistic models remain distinct historical benchmarks for the evolution of the study of organizational goals and proponents of opposing modern organizational perspectives (Georgiou, 1973:295).

### **The Behavioristic Perspective**

The Behavioristic (or human relations) theoretical perspective focuses on the human factor shortcoming of the Rationalistic theory. This perspective accounts for individual or group behavior in the analysis of organizations (Etzioni, 1964:3). Its frame of reference usually reflects a focus on the actors within the organization and on individual behavior being conditioned by personality, as well as by organizational goals and environmental factors (Simon, 1964:1; Hall, 1977:9). Consequently, behavioral process examination must account for the cognition, beliefs, and perceptions of the organization's actors toward organizational goals.

Barnard (1938), an early behaviorist, defined organizations as co-operatives of human actors involved in systematic relationships for at least one definitive end or goal (Barnard, 1938:82). Gardner (1946), a human relationist, conceived the theory

of organizations as subsystems operating within a larger system (Society), and these subsystems are comprised partly of formal relationships and, in part, made up of diverse informal patterns (Gardner, 1946:Chpt. 2). Simon (1947) reinforces the complex nature of behavior within modern organizations by stating that none of the organization's actors act with perfect rationality, although they attempt to be as rational as possible within the limits set by their personalities (Argyris, 1974:16), organizational goals and the influences about them (Simon, 1947:68).

The Behavioristic models, in emphasizing the role of individuals or groups of people within the organization, tend to focus (Bennis, 1966; Likert, 1967; Beckhard, 1969; Argyris, 1974, 1964) on internal processes as the basis for assessing the organization's adequacy in accomplishing or moving toward its goals (Price, 1972:3-15; Hall and Clark, 1980:119-21). This perspective still operates within the goal paradigm, but regulates organizational goal attainment to a secondary position. It describes organizational goals as the aggregate of an organization's individual and/or group goals, thereby avoiding the Rationalistic's personification of the organization (Thompson, 1967:127). The Behavioristic concepts moved organizational theory and the goal paradigm from the classical closed system to the contemporary open system view point, which recognizes that organizations are comprised of dynamic internal relationships (Katz and Kahn, 1966:Chpt. 2). However, Behavioristic concepts tend to ignore the organization's interaction with its external environment.

#### **The Natural System Perspective**

The Natural System perspective focuses on the external influence factor deficiency of the Behavioristic concept. While acknowledging that organizations are social entities (Behavioristic) pursuing some specific goal related to their outputs to society (Rationalistic), the Natural System models also recognize that organizations generate needs of their own revolving around their own survival within their



environment (Selznick, 1957:21). This perspective has resulted in empirical evidence that organizations develop system goals (in addition to their general goals) concerning the maintenance or survival (Likert, 1961:71-76; Warner and Havens, 1967:541) of the organization itself. These subgoals may be valued by organizational members as ends in themselves (Selznick, 1957:21), and/or they may replace, or distract attention from, the agency's general goals (Sills, 1957:227; Warner and Havens, 1967:540). The goal paradigm remains the dominant feature in the analyses of organizations from the Natural System perspective (Georgiou, 1973:294). It is merely a sophistication of the goal paradigm, moving it toward a more comprehensive perspective of organizations as both complex social entities and adaptive structures, while searching for operative versus official goals to accurately describe the actual goals of modern organizations (Etzioni, 1964:7).

#### The Open System Model

Drawing on the contributions of the organizational perspectives presented, one can observe that organizations are oriented primarily toward the attainment (Rationalistic) of specific goals (Parsons, 1956:64); organizations cannot be properly understood apart from the individuals (Behavioristic) related to it (Simon, 1964:1; Kahn et al., 1964:31; Hall, 1977:9); and organizations have multiple and competing goals related to both their general (or stated) goals, and system needs (or subgoals) to maintain themselves within their environment (Natural System) (Mohr, 1973:475). These three perspectives, in essence, reflect different elements of the Open System model. With its heritage in biological sciences (Bertalanffy, 1968:413), the Open System model has lead modern organizational analysts to treat the organization as an organism that requires *Inputs* of resources from its external environment. These

*Inputs* are *Transformed*, through internal processes, into *Outputs*, and these *Outputs* are delivered as products or services back into its environment (Daft, 1983:93).

In light of the merits of each of these organizational perspectives, the study of organizations within multi-conceptual perspective framework is well served by the following definition of modern organizations:

**"Organizations are social entities, that are goal-directed, deliberately structured activity systems within an identifiable boundary".**

(Aldrich, 1979:4-6)

This definition recognizes that modern organizations can be simultaneously viewed from the three prevalent organizational theory perspectives presented within the Open System model. Organizations are concomitantly: i) *structured activity systems* continually adjusting to internal and external influences relative to their defined boundary - *Inputs* (Natural System); ii) *social entities* comprised of interacting groups of people and individuals - *Transformation* (Behavioristic); and iii) *goal directed*, operating in a rational, albeit fragile, fashion to achieve specific ends - *Outputs* (Rationalistic). It is evident that the goal paradigm has been an evolving, controversial and illusive component of the conceptualization of organizations (Georgiou, 1973:292). Nevertheless, the organizational goal concept is a central theme, although problematic, in each of these perspective's attempts to measure the dominant concern of organizational analysts - organizational effectiveness.

#### Organizational Effectiveness

An organization's pursuit of goals is the hallmark of contemporary organizational theory. Organizational goals are viewed as representing the reason for an organization's existence and the outcomes it attempts to achieve (Daft, 1988:98). Consequently, organizational effectiveness is commonly referred to as the degree to which an organization realizes its goals (Etzioni, 1964:8) and/or makes progress

toward its goals (Parsons, 1960:3). The assessment of organizational effectiveness has proven to be one of the more intractable problems in organization analysis. While there has been no simple solution, the four prevalent organizational effectiveness approaches each use goal related criterion, while focusing on one of the three dimensions of the Open System model. Each of these effectiveness approaches also reflects at least one of the three theoretical organizational perspectives previously presented.

### **The Goal Approach**

The Goal Approach to organizational effectiveness focuses on the *Output* dimension of the Open System model and reflects, primarily, the Rationalistic perspective of organizations. Early use of this approach focused on prescribed and derived goals (Yuchtman and Seashore, 1967:892). The use of prescribed or official goals was criticized as a valid source of information, given empirical evidence that prescribed goals are ambiguous official artifacts designed for public consumption (Etzioni, 1975:7), and/or their interpretation by a diverse range of internal and external groups of people (Mohr, 1973:476). The derived goal approach, using goals externally derived by society or the investigator, was criticized because it generally arrived at goal terms that are independent of the organization (Yuchtman and Seashore, 1967:897; Price, 1972:13).

It is difficult to refute these criticisms, and they have lead to attempts to identify the real nature of an organization's goals (Etzioni, 1975:72), evident as operative goals (Price, 1968; Steers, 1975; Etzioni, 1975; Hall, 1977) observed through the actual goal activities of the organization ( Perrow, 1961:858; Gross and Grambsch, 1968:284). Goal activity research using the organization's members (Georgopoulos and Mann, 1962:271) for identifying organizational goals, rather than using those derived independent of the organization, produced more valid indicators



of an organization's actual goals (Gross, 1968:523; Mohr, 1973:478). Empirical inquiries resulting from such efforts have indicated that organizations have multiple and conflicting goals (Mohr, 1973:472), thereby suggesting that the Goal Approach to effectiveness must be based on all dimensions of the Open System model, not just its *Output* dimension.

### **The System Resource Approach**

The System Resource Approach focuses on the *Input* of resources dimension of the Open System model and reflects, primarily, the Natural System perspective of organizations. Its criterion of effectiveness diverts attention from the Output goal attainment concern by focusing on the optimum allocation of resources (Yuchtman and Seashore, 1967; Katz and Kahn, 1964) from the organization's environment. As such, an organization's effectiveness in acquiring *Inputs* from its external environment would in turn maximize its attainment of given *Output* goals (Yuchtman and Seashore, 1967:898).

It is evident that this approach merely avoids the classical, prescribed notion of the goal paradigm. Without the concept of organizational goals, the System Resource approach fails to satisfy a major criterion of effectiveness. In short, one must identify organizational goals in order to establish those resources that must be efficiently attained. While this approach considers the organization's relationship with its environment, its central notion of resource optimization (Yuchtman and Seashore, 1967:901) has not resulted in general or comparative measures related to goal attainment, rendering it as having a limited and isolated perspective to assess organizational effectiveness (Price, 1972:8).



### **The Internal Process Approach**

The Internal Process Approach focuses on the *Transformation* (Internal Process) dimension of the Open System model and reflects, primarily, the Behavioristic perspective of organizations. The human relationists (Argyris, 1964; Bennis, 1966; Likert, 1967) examine how internal individuals and groups contribute to, and/or detract from, the organization's goal attainment (Conolly et al., 1980:215). Their criterion of effectiveness focuses on the satisfaction levels of individuals and groups within the organization (Keely, 1978:277). By its very nature it is subjective. It does not quantify criterion related to goal attainment and does not evaluate the organization's relationship with its environment, it therefore, represents a limited view of organizational effectiveness.

### **The Integrative Approach**

These three organizational effectiveness approaches each utilize a different theoretical perspective and Open System model dimension, while making implicit or explicit reference to the notion of organizational goals (Price, 1972:12). Each of these unique viewpoints makes a valid contribution to both the goal paradigm and the study of organizational effectiveness, but lack an integrative element (Steers, 1977:4). The more contemporary organizational effectiveness approaches integrate these opposing viewpoints (Price, 1972:5-6). The Integrative Approach is gaining popularity, based on the prevailing view that organizational effectiveness is a complex, multi-dimensional concept that has no single measurement source (Friedhandler and Pickle, 1968:296; Keely, 1978:280; Kanter and Brinkerhoff, 1981:321-49; Cameron, 1984:241). It embodies the diverse elements of three theoretical perspectives, three effectiveness approaches, and three Open System model dimensions, while focusing on the goal attainment concern organizations.

In summary, a review of organizational theory literature indicates that organizational goal analysis, a critical element of organizational effectiveness studies (goal attainment), might best be achieved with a conceptual framework utilizing a *multi-dimensional* viewpoint (Open System model), a *multi-theoretical* organizational perspective and a *multi-faceted approach* to assess organizational effectiveness. Such a comprehensive approach to study organizational goals would, simultaneously, require a sound understanding of the essence of goals to establish a theoretically relevant construct for the identification and measurement of organizational goals.

### **Organizational Goals**

A critical component of a study of organizational goals is the requirement of a compatible operationalized approach for identifying and measuring organizational goal phenomena. This section discusses the operationalization of the conceptual considerations in this regard under the following headings **Organizational Goals Defined, Individual Versus Organizational Goals; Official Versus Operative Goals and Output Versus Support Goals.**

#### **Organizational Goals Defined**

In spite of the fact that the concept of organizational goals has received wide spread attention in macro-organizational literature (Zald, 1963; Etzioni, 1969; Gross, 1969; Perrow, 1961, 1970; Mohr, 1973; Georgiou, 1973) and, correspondingly, in micro-organizational literature (March and Simon, 1958; Vroom, 1960; Gibb, 1969; Kelley and Thibaut, 1969; Locke, et al., 1970), the difficulty in developing an operational measure of goals within a theoretical construct remains problematic, in part, due to disagreements surrounding the definition of organizational goals (Simon, 1964:1). The essence of organizational goals is characterized by a comprehensive (rather than simple) definition, and multiple elements (rather than a unitary character),

which suggests that multivariate construct may be a useful premise for operationalizing the notion of organizational goal concept (Gross, 1969:293).

Etzioni defines an organizational goal as "... a desired state of affairs which the organization attempts to realize" (1964:6). Warner calls it "... a state of affairs or situation which does not exist at the present but it is intended to be brought into existence in the future by the activities of the organization" (1968:5). These definitions demonstrate the difficulty in defining organizational goals without personifying the organization as something more than a system of interacting individuals (Thompson, 1967:127-128).

In reality, an organization is an abstraction, rather than some singular personality that has the ability to create an intention (Mohr, 1973:473; Albanese, 1975:49). Since organizations are formal social entities it seems reasonable to postulate that a group of organized individuals has goals over and above the goals of its individual members (Cartwright and Zander, 1960:403-7; Simon, 1964:7). But the definitions to this point remain evasive when it comes to comparing something analogous at the organizational level to goals at the individual level (Cyert and March, 1963:26). Thompson and March attempt to overcome the personification problem by considering a consensus of intent by the dominant coalition to be the goals of the organization (March, 1966:70; Thompson, 1967:128). Several analysts reject this notion and espouse a view that organizational goals are the result of a continuous bargaining/dominant learning process (Cyert and March, 1963:27) among a shifting and dynamic coalition of members within, and external to, the organization (Simon, 1964:403). Consequently, there is an overwhelmingly diverse number of organizational members, each with potential eligibility to be considered as part of the dominant coalition having goals for the organization (Mohr, 1973:473).

Constituting the organizational goal by employing a collective inventory of individuals' goal intentions for the organization from different vantage points within the organization meets the personification problem directly. In this sense, the notion of organizational goals must be considered as an analytical, rather than global, characteristic which, like the organization's structure, adheres to the collectivity itself (Lazarfield and Menzel, 1961:422). Analytical characteristics are aggregates, determined by summing individual intentions. The best candidate to this end would seem to be consensus - a tacit agreement on the shared goals of the organization, notwithstanding the possibility that individuals might deviate in their specific goal preferences for the organization (Thompson, 1967:28). This approach considers the presence of a set of goals that is not static (Thompson and McEwen, 1958:24) and that is organized hierarchically from the environment to the organization to organizational subgroups and, subsequently, to individuals (Kast, 1974:155). Thus we can consider the merit of the following definition of an organizational goal as:

**"... the goal of a program occurring within the organization and under its auspices whose direct referent is either the organization itself as an institution or some aspect of the organization's environment"**

(Mohr, 1973:475)

This definition recognizes that organizations are subsystems of a larger social system, by which their goals must be legitimized (Parsons and Bales, 1955:259-270) and to which the organization's goals must reflect an external relationship (Cartwright and Zander, 1960:306-307; Katz and Kahn, 1966:66; Etzioni, 1975:89). At the same time, this definition acknowledges that some organizational goals refer to the state of the organization itself (Parsons, 1960:6-69). Organizational goals impose hierarchically ordered constraints through the organization's different internal levels (Kast, 1974:160). Within the organization, the goals of a higher group become constraints for lower groups (Kochran et al., 1976:530). This influence occurs



through the organizational means-end chain (Merton, 1957:114; Simon, 1964:22), whereby goals at a low level of the organization may simply be instrumental to the attainment of the organization's end goals established at higher levels (Deniston et al., 1968:325).

This goal differentiation definition leads to a whole host of goals and subgoals, which are interacting with each other and continually modifying the organization's goal hierarchy (Lawrence and Lorsch, 1967 b:15). These goals are both functional (Zald, 1963; Etzioni, 1964; Steers, 1977) and dysfunctional (Merton, 1957; Etzioni, 1964; Gross, 1968; Price, 1972). While organizational goals are considered an organizational multiple item phenomena that provide order, direction, coherence and stability within the organization (Simon, 1964:7), it is recognized that they are value-laden assumptions (Simon, 1964:11) by individuals or groups, which can cause conflicts between individuals' goals and organizational goals (Price, 1972:22). This complex, rather than simplistic, perspective necessitates considering the reciprocal and conflicting nature of the organizational and individual goal relationship (Kochran et al., 1976:530).

### **Individual Versus Organizational Goals**

The individual's relationship to the organization is a complex one; his goals may be unrelated, in unconditional agreement, and/or in total or partial conflict with the organization's goals (Vollmer and Hills, 1966:264). An individual's goals refer to his personal motives, based on his own personality characteristics and values, that affect his personal goals for the organization (Cartwright and Zander, 1960:310). While personal motives may mediate an organizational member's acceptance of organizational goals, or at least inducements to do so (Locke et. al., 1970:157),

organizational goals are also internalized as needed cognitive structuring factors for an individual's organizational activities and behavior (Levinson, 1970:39).

Through the internalization of shared organizational goals and the absorption of these goals into his own attitudes, the individual takes on an organizational personality distinct from his personality as an individual (Vroom, 1960:229). Therefore, it would seem that one trend of evidence for the presence of shared organizational goals would consist of a consensus between organizational members as to what they think the organizational goals are (Gross, 1969:279). This approach recognizes that organizational goals exist in participants' minds relative to their organizational relationship. The organization's inventory of goals is over and above the transitory nature of its participants (Cartwright and Zander, 1960:403), and more general than the individual goals for the organization held by any of its particular members (Simon, 1964:2; Keely, 1978:289). Thus, the collective of individual goals for the organization at any given time is likely to be a better source of goal identification than goal statements found in official organizational documents.

#### **Official Versus Operative Goals**

Both organizations and individuals develop goals which can be classified as manifest or latent. Manifest goals are the prescribed or officially stated goals which describe what the organization should be doing (Perrow, 1961:855). Latent goals are those which are usually not stated, but are reflected in what the organization is actually doing on a day-to-day basis (Etzioni, 1964:7). As previously reported, prescribed goals are official statements (Perrow, 1961:855) designed to rationalize the existence of an organization (Warriner, 1965:140), and they are conveniently ambiguous to encompass and mask the disparate real or operative goal activities of the organization (Merton, 1957:199; Katz and Kahn, 1966:116).

Operative goals more accurately designate the ends sought by an organization as described by what the organization is actually trying to do (Perrow, 1961:856), its interpretation of (Merton, 1957:99), and/or its efforts toward (Gross, 1969:281), the organization's goals as exhibited in the daily activities of its organizational members (Etzioni, 1975:72). If we know something about the actual operational tasks or imperatives of the organization as conditioned and influenced by its members, we can predict the truer nature of an organization's goals (Perrow, 1961:857) through the evidence of operative goals, regardless of its official goal statements (Cressey, 1958:43-49; Hall and Clark, 1980:133). In this manner, the collective perceptions of organizational members as to what their goal intentions are for the organization contributes to the understanding of the organization's actual goal structure (Etzioni, 1960:15; Thompson, 1967:28; Gross, 1968:523), whether these goals contribute directly to the organization's goal attainment or the maintenance of the organizational system itself (Gross, 1969:282).

#### **Output Versus Support Goals**

An organization must do more than devote all its attention to goal attainment in order to accomplish its goals (Parsons, 1959:38); thus, it seems important to consider goals according to whether their referent outcomes are related to goal attainment or to the organization itself (Cartwright and Zander, 1960:360; Burns, 1961:132-133; Katz and Kahn, 1966:66; Friedhandler and Pickle, 1968:292; Rothman, 1969:260; Perrow, 1970:133-174; Mohr, 1973:476; Etzioni, 1975:89). Both Gross (1968) and Mohr (1973) consider this dual nature of organizational goals in their coequal terms of Output (Gross) or Transitive goals (Mohr), reflected in the production of some product or service that will benefit society outside the organization, and Support (Gross) or Reflexive (Mohr) goals, as those having to do with attaining the organization's system functional imperatives (Parsons, 1959:3-38), such as

integration, adaptation, pattern maintenance, and goal attainment functions required to maintain the organization itself (Gross, 1969:291-292; Mohr, 1973:475).

The discussion on the essence of organizational goals leads to organizational goals being best characterized as involving: a) a shared goal structure within the organization's collective consensus of intent (Thompson, 1967:28; Keely, 1978:287); b) a notion that goal change being more prevalent than stability in the face of environmental influences (Thompson and McEwen, 1958:24); and c) a recognition that goals are the result of internal social processes involving individual organizational personalities and motives (Mohr, 1973:475). While these considerations provide a more comprehensive view as to the essence of organizational goals, it is still necessary to establish how one determines the existence of organizational goals.

#### Identifying Organizational Goals

It is unrealistic to simultaneously expect perfect compatibility and optimal satisfaction of both the individual's goals for the organization and the organization's multiplicity of goals (Kast, 1974:169; Keely, 1978:279). Every organizational activity requires that individuals or groups subordinate some of their independence and discretion to the operational requirements and constraints (Etzioni, 1964:126; Thompson, 1967:128) found in organizational goals. As a result, goals are a major antecedent to organizational conflict (Cartwright, 1965:46; Kelley and Thibaut, 1969; Schmidt and Kochan, 1972:360). Effective organizations, therefore, need processes for resolving goals conflicts, accommodating goal change, and integrating diverse and sometimes contradictory goals to establish conditional reciprocity between individual and organizational goals (Vollmer and Hills, 1966:264; Kast, 1974:468). The process of operationalizing the theoretically relevant identification of organizational goals is,



therefore, best set forth with a conceptual understanding of how they are formulated, adapted and integrated. As well, this process must consider whose goals are a valid source for the identification of an organization's inventory of shared goals.

### **Goal Formulation, Adaptation and Integration**

Conceptual considerations for the identification of organizational goals are discussed in terms of organizational goal processes under the following headings:

#### **GOAL FORMULATION**

There are two major ways to view the goal formulation process: The first, the Thompson and McEwen model (1958), deals with external influences and the second, the Cyert and March model (1963), deals primarily with the influence of internal power by individuals and/or groups of people on organizational decision making processes (goal setting).

Thompson and McEwen (1958) have suggested that goal formulation can be understood by looking at the relationship between the organization and its environment (1958:25). In their model goal formulation is viewed, primarily, as a process by which an organization seeks to maintain a favorable balance of power within relative to its external environment. The more power the organization has, the more autonomy it has in determining goals to guide the activities of the organization. Their model utilizes the *Input* dimension of the Open System model (Blau, 1955:95-96), whereby external influences become constraints and the major factor affecting the organization's goal structure (Zald, 1963:337; Mohr, 1973:475). Consequently, an organization's ability to act independently of externally referent powers and influences (Thompson and McEwen, 1958:27) is a greater determinant of its ability to achieve organizational effectiveness (Steers, 1977:29) than administrative rationality (Thompson and McEwen, 1958:25).

Cyert and March (1963) view goal formulation primarily as a political process consisting of ongoing negotiations, that takes into account an organization's internal power structure. In their model, goal formulation is viewed as a continual bargaining/learning process (1963:118) among dominant, albeit shifting, coalitions of groups and/or individuals with diverse needs, orientations, and desires (Steers, 1977:115) relative to an organization. Their model focuses on the *Transformation* (Internal Process) dimension of the Open System model of organizations, whereby members' or groups' power bases are such that they either influence, or are subordinate to, the goal formulation process.

Despite their divergent approaches, both the Thompson and McEwen and the Cyert and March models share a degree of overlap in explaining the continual difficulty experienced by organizations in specifying goals beyond prescribed goals, the difficulty of managerial rationality applied to goal formulation and the necessity for organizational goals to be in a constant state of change. The integration of these two models recognizes the dual aspects of power distribution, both within the organization and between the organization and its environment, as coequal influences on the goal formulation process (Steers, 1977:30-32). Goal research should involve the identification of goals through various vantage points such as different internal and external interest groups, not just through senior management (Marschak, 1965:447; Georgiou, 1973:292), and using transitive (Support) goals reflecting an organization's need to adapt to its environment (Warner and Havens, 1967:541), not just those related directly to goal attainment (Outputs).

#### GOAL ADAPTATION

Goal formulation is not an event (Perlman and Gurin, 1972:52-75; Hall, 1977:172); it is the continual organizational process of optimizing and accommodating numerous competing and conflicting goals (Eilon, 1974:219), while adapting to

various internal and external influences (Lindholm, 1959:79-88; Butcher et al., 1980:158). When goal adaptation is the result of collective conscious intent, the process is termed *goal succession* (Sills, 1957:15). When goal shifts occur without conscious intent, it is referred to as *goal displacement* (Blau and Scott, 1962:213; Warner and Havens, 1967:541).

*Goal succession* represents the organizational members' collective conscious replacement, through the continuous organizational bargaining/learning process (Hall, 1977:172) of an existing goal, as a consequence of the previous goal being perceived as achieved, unachievable, or irrelevant (Sills, 1957:15; Blau and Scott, 1962:231). The new goals may be in response to new external influences (Drucker, 1954:37; Thompson and McEwen, 1958:823; Zald, 1963:209) and/or to the ability of the dominant coalition to modify goals and/or reduce the ability of others to affect goal processes (Zald, 1970:215).

*Goal displacement* is more subtle and occurs when there is an unintended diversion from the organization's existing goals. Displacement may occur because of a means-end chain inversion, whereby goal related activities, rather than goal attainment itself, become defacto goals in themselves for organizational members (Perrow, 1961:856; Hodgkinson, 1965:5; Warner and Havens, 1967:541). It may also occur when goal activity delegation and resulting interpretation by organizational members displace the original intent of a goal (Sills, 1957:16; Cressy, 1958:48; Banfield, 1962:75-79) and/or when dominant power holders subvert organizational goals by way of their vested interests (Butcher et al., 1980:158). Organizational goal research is, therefore, best served if goal identification facilitates insights from various vantage points on both organizational goal activities and goal intentions (Sills, 1957:149; Banfield, 1962:76).

### GOAL INTEGRATION

Both the goal formulation and adaptation processes, while guided by rational intent, are subject to the potentially dysfunctional elements of external influences and internal political factors. The function of integrating and resolving goal conflict (caused by both external and internal influences) rests with management. However, the hierarchical logic of goals stemming solely from management endows spurious administrative rationality (Simon, 1965:246) as epitomized in various organizational goal processes such as P.E.R.T. (Program Evaluation and Review Technique), P.P.B.S. (Planned Program Budgeting Systems) and M.B.O. (Management by Objectives). These view goal integration as a technical problem of planning applied to social relations (Thompson, 1967:76).

Such rational goal setting techniques are in contrast to the socio-political realities of organizations, in which organizational goal conflict is precipitated by the divergent values, attitudes and perceptions of organizational members and groups that influence (Warriner, 1965:143) their organizational behavior (Robbins, 1983:24), as evidenced in their acceptance or rejection of an organization's goals. Similarly, organizational members' reverence for a dominant coalition affects their perception or interpretation of organizational goals (Vroom, 1960:229; Georgopolous and Mann, 1962; Gross, 1968:541; Hall, 1977:170). The role of the effective manager is to keep inter- and intra-group conflict at low, or functional, levels (Lawrence and Lorsch, 1967 a:144), recognizing that organizational goals affect individual behavior and vice versa (Kochran et al., 1976:530).

It is incumbent upon the manager as an integrator of diverse interests to understand the characteristics of organizational members and groups (Mechanic, 1969:349-364; Locke, 1970:174), their relevant power bases (Thompson and McEwen, 1958:23), and their organizational behavior. These requisites permit



managers to effectively facilitate goal attainment (Odiorne, 1969:612; Roman et al., 1973:307), to mediate between broad goals and technical performance (Thompson, 1967:12), to accommodate diverse member perspectives (Tilles, 1966:126; Lawrence and Lorsch, 1967 a:144), manage organizational conflict (Zald, 1963:216), and to strive to achieve organizational stability and harmony within a changing environment (Bernthal, 1974:188). This perspective leads to the realization that organizational goals cannot be fully determined by the goal structure of management alone (Georgiou, 1973:297), since goal formulation, adaptation and integration processes involve the mercurial power influences by other organizational members (Reisman, 1950:257). Organizational research, which accommodates the analysis of goal consensus among and between various organizational interests, therefore, provides more meaningful insights into the true socio-political nature of organizational goals.

#### **Whose Goals? (The Institutional/Interests Perspective)**

While management's goals for the organization are a convenient and a traditional indicator of organizational goals (Zald, 1963:216; Etzioni, 1964:6; Yuchtman and Seashore, 1967:892; Pennings and Goodman, 1977:152), it is evident that actual organizational goals are not necessarily the result of hierarchical power (Dahl, 1957:202; Etzioni, 1975:126). Power is often defined as the ability of one entity to influence another to carry out orders or to do something that they would not have otherwise done (Dahl, 1957:15; Kaplan, 1964:215). Organizational power is the ability of a dominant coalition to influence other people within the organization to bring about a desired outcome (goal) for the organization (Salanick and Pfeffer, 1977:3-21). The formal hierarchy of authority leads to an apotheosis that top management has a legitimate power base to influence organizational goals (Warren, 1968:961). This perceived power base resides in its: i) control of resource allocations

(French and Raven, 1968:261; Pfeffer and Salanick, 1978:136), ii) leadership role (Mintzberg, 1973:92) to intervene between internal variables (Pfeffer, 1981:101), interpret external influences (Thompson and McEwen, 1958:220), and iii) authority to make decisions for the organization (Parsons, 1956:36). This traditional perspective represents the rationalistic view that goal determination takes place within management and that its goals become constraints or inputs to lower level operational processes (Simon, 1965:246).

Power is not solely the result of hierarchical authority, and it is seldom that management has sufficient power to ignore other sources of power that constrain its influence on organizational goals (Daft, 1983:392). Firstly, there are *referrant external* groups such as clients, shareholders, professional peers and suppliers of organizational resources which management must accommodate within the organization's goal processes. Managers, consequently, employ goal-determination strategies that favorably position the organization with external interests in order to legitimize the goals of the organization (Meyer and Scott, 1983:199; DiMaggio, 1988:4). Managers must also accommodate the interests of *internal* groups, since lower levels within the organizations have potential power sources based on their position relative to scarce resources (Pfeffer, 1981:101), strategic organizational contingencies (Pfeffer and Salanick, 1978:19), technical specialization (Emerson, 1962:35), and collective interests (Mechanic, 1962:351; Hall, 1972:170) by which they influence an organization's goal structure. The accuracy of top management's perspective of the organization's goals is determined by management's accommodation of others (Warren, 1968:961; DiMaggio, 1988:9) and the organizational relevance of its power (Thompson and McEwen, 1958:21), rather than the formal authority, as well as its personal and professional characteristics (Hall, 1977:70).

Socio-political realities in organizations often result in managerial emphasis on efforts to accommodate diverse *external* interests (DiMaggio and Powell, 1983:126) and *internal* interests (Meyer and Scott, 1983:214) in consideration of their influence on the ability of the organization to sustain itself. This goal compliance requires management to establish harmonious internal and external relations in order for organizational goals to be attained (Dalton, 1959:79). Consequently, management must marshal conditions under which goal consensus is facilitated, rather than imposing goal compliance to its own goals for the organization. In this manner legitimizes its power to achieve voluntary acceptance by organizational members, groups and related interests to cooperate in the attainment of organizational goals (Peabody, 1962:469). Therefore, organizational goal research would be more accurate if goal survey methodologies employed various *external* and *internal* organizational interests as respondents, rather than only respondents from the highest level in the organization (Management), as information sources to obtain data on the nature of organizational goals (Marschak, 1965:447; Georgiou, 1973:292).

#### **RELATED STUDIES**

The review of literature clearly indicates both the complexity and the importance of accurately identifying organizational goals as the primary requisite to meaningful and applied goal related research. Based on the theoretical concepts highlighted to this point, this section reviews operationalization issues related to the development of theoretically relevant organizational goal research methodological procedures. This discussion revolves, primarily, around Gross's (1968) domain of inquiry for the study of organizational goals in American universities, from which the methodology for this study was adopted.

### The Gross Study

Gross began his deductive process for goal survey instrument development by examining literature and documents containing goal information related to universities, from which he synthesized a long list of goal statements. Each statement was arranged on a five point Likert-type scale, which permitted participants to score the intensity of organizational activity and intent toward each goal statement. He utilized participants from different levels within the University setting and among various Universities as his *informants* regarding organizational goals (Etzioni, 1964:6; Warriner, 1965:142; Gross, 1968:523). The aggregate responses of the survey participants provided him with a reasonable estimate of each organizational goal statement's presence in the organization and its relative importance in an organization-specific manner.

His list of goal statements was developed in terms of organizational activities and, therefore, he used operative, rather than official, type goal terminology. His study employed a dual rating scheme to measure participants' observations on the organization's goal activities (*what is*) and their preferences for the organization's goal intentions (*what should be*) to differentiate between respondent's observations regarding the organization's goals and their own goals for the organization. This dual rating scheme provided insights into the congruency between organizational goal activities and organizational goal intentions.

### Methodological Guidelines

A review of his operationalization of prevalent conceptual organizational goal considerations focuses on his methodology (in relation to other related organizational goal studies) under the headings **Source of Information, Measurement of Goals, Organizational Goal Structures, and Selection of Survey Participants.**



### Source of Information

A review of related studies indicates that organizational members' goal observations/perceptions are convenient and meaningful indicators by which to identify and measure organizational goals (Zald, 1963; Gross, 1968; Blumenfield and Heavy, 1969; Burke and Wilcox, 1969; Carroll and Tosi, 1970; Price, 1972; Dachler and Mobley, 1973; Roman et al., 1973). This goal information source's value lies in the organizational members' more involved behavior within the organization. Although respondents may not have an equal opportunity to observe the actual importance of each goal statement, most probably do, and it is a fair assumption that the average of all responses is a reasonable estimate of the nature of an organization's goals (Etzioni, 1960:14-16; Vroom, 1960:229; Gross and Grambsch, 1968:12; Mohr, 1973:477). Based on this assumption, Gross used organizational members as inside *informants*, rather than merely as *respondents*, to ensure organizational-specific research (Cyert and March, 1969:308; Price, 1972:13).

### Measurement of Goals

Gross's dual rating scheme involved the participants' observations on *what is (current)* goal activities, and their preferences on the *what should be (future)* goal intentions, of the organization. This distinction provides some confidence that the participants' dual rating responses would differentiate between the organization's goals and the individuals' goals for the organization (Zelditch, 1962:564; Warriner, 1965:142; Gross, 1968:520). The former represents an *informant's* observation (Zelditch, 1962:570), while the latter represents a survey *participant's* personal expression of their attitudes and values relative to the organization's goals (Vroom, 1960:229).

Determination of the existence of a goal was based on the survey participants indicating (on a Likert-type, rather than a dichotomous rating scale) the intensity of

their observation of the level of importance a goal statement receives in the organization. The participants' rating of goal importance in the operative rather than official capacity (Perrow, 1961:855; Yuchtman and Seashore, 1967:892) is based on their observations of the organizations day-to-day activities and decisions. His dual rating scheme provided measures to identify both the rank order of the organization's goal structure in terms of goal observations (*what is*) (Granger, 1964:74) and the goal preferences (*what should be*) of its organizational members that were involved in his goal survey (Hall, 1977:37).

Gross's inventory of items was by no means comprehensive but, rather, an attempt to describe the Universities' goals related to a University's goal attainment (*OUTPUT* Goals) and those related to its maintenance or survival functions (*SUPPORT* Goals) (Parsons, 1960:17; Gross and Grambsch, 1968:12). His *OUTPUT* Goal activity statements, relate to a University's efforts to produce something of value to export to its external environment. His *SUPPORT* Goal activity statements focus on organizational attention given to maintaining the University itself, in order for it to effectively and efficiently strive to attain its goals. Using a collective measure of goal intensity ratings, Gross utilized measures of - consensus (Thompson, 1967:28; Etzioni, 1975:15) to empirically determine both the existence (Mohr, 1973:478) and relative importance (Gross, 1968:525) of a goal statement.

### **Organizational Goal Structure**

An examination of organizational goals cannot be limited to official type goals and Gross found it useful to employ a long list of goal activity oriented goal statements. Thus he avoided the tendency of survey participants to oversimplify an organization's goals when asking them to compose goal statements (1968:523) and/or to respond to official type goal statements (Perrow, 1961:855; Yuchtman and

Seashore, 1967:892). In this manner, he avoided a simplistic view of organizations as having but one goal, rather than a goal structure with differentially ranked goals based on the ratings of survey participants. This goal structure approach provides greater systematic insight to an organization's goal inventory than does the indiscriminate lumping of goal statements under the *rubic* of organizational goals (Mohr, 1973:479). His conceptual organizational goal model reflected an organizational goal structure with five (5) goal groupings as follows (Gross, 1969:287-291):

1. Services Provided, which are reflected immediately or in the future in some product, service, skill, or orientation which will affect society;
2. Adaptational Goals, which reflect the need for the organization to come to terms with the environment in which it is located;
3. Management Goals, which deal with how should goals be integrated, goal conflicts resolved and priorities set for resource allocation;
4. Motivational Goals, which seek to ensure the high level of satisfaction on the part of organizational members required to successfully achieve goal attainment; and
5. Positional Goals, which focus on the position of the organization in terms of its effectiveness, legitimacy and survival in the face of environmental changes and societal demands.

The first grouping represents an organization's a goal attainment focus (*OUTPUT GOALS*), while the latter four goal groupings reflect its need to ensure its own survival (*SUPPORT GOALS*).

#### **Selection of Survey Participants**

Gross's study compared differences in goal perceptions among various positional groups within and among numerous University settings. A common

economical goal survey strategy is to survey only top management, based on the likelihood that it is these organizational members who develop the highest degree of internalization of organizational goals (Zald, 1963:344; Yuchtman and Seashore, 1967:892; Kast, 1974:180). This target group alone may be unreliable given the reality that actual organizational goal intentions and goal activities are in constant change, as influenced by the socio-political nature of modern organizations (Warriner, 1965:142) and the differing goals of various organizational interests through their distinct roles or responsibilities relative to the organization (Gröss et al., 1964:48). A compromise between a comprehensive survey of all organizational members and surveying only top management is the solicitation of information from a sampling of knowledgeable participants representative of different *internal* positional and *external* organizational vantage points (Etzioni, 1960:14-16; Lawrence and Lorsch, 1962:42; Zald, 1970:213).

This approach provides the researcher with a comprehensive source from which to identify an organization's operative goals, while permitting an analysis of goal consensus in the organization being studied. Gross's measurement of consensus produced findings similar to Kochran's study (1976). They both found that participant goal perspectives were characterized by the structural level and roles (Bales et al., 1959:446; Gross et al., 1964:48; Butcher et al., 1980:159) among survey participants. It is evident that more meaningful goal research must go beyond management's perspective (Lieberman, 1956; Dearborn and Simon, 1958; Azumi and Hage, 1972; Hall, 1977) to examine the true nature of an organization's goal and its effectiveness in terms of goal attainment (Marschak, 1965:447; Georgiou, 1973:292).



## RELATED METHODOLOGIES

There have been several recent empirical studies of organizational goals in municipal park and recreation department settings. These are reviewed in terms of their strengths and deficiencies.

### The Edginton Study

Edginton's *Canadian Organizational Goal Study for Municipal Recreation* (1978) adopted the domain of inquiry employed by Gross (1968) as previously described. The development of Edginton's instrument's goal activity statements involved submissions from municipal recreation directors. These submissions were intuitively placed in Gross's five goal classifications. Pilot testing procedures resulted in eighty-five goal statements being retained for Edginton's national survey of municipal recreation administrators. His findings highlighted the top and bottom ranked goal statements and the level of goal congruency between the dual rating of goal activities (*what is*) and intentions (*what should be*), based on respondent goal importance ratings measured on a five point Likert-type scale (See Chapter 3 for more details).

His goal category focus suggested that positional, motivational, and planning and adaptational (*SUPPORT*) goals were given greater survey participant preference and organizational attention than *OUTPUT* Goals. While providing useful insights for research and practice, his goal groupings were not statistically verified, rendering them as interesting non-empirical observations.

### The Witt et al. Study

In a study prepared for the Ontario Ministry of Culture and Recreation, Witt et al. (1979) also employed a dual rating Likert-type response scale to explore *Output* goal activity statements in municipal recreation agencies. Within their study, the researchers factor analysed their instrument's seventeen goal statements and identified

two underlying factorial dimensions of which one had an *orientation to people* (indirect provision of services) and the other an *orientation to programs* (direct provision of services). The former dimension reflected the prevalent shift over the last decade toward public recreationists serving as facilitators, enablers and educators (Balmer, 1979:5-7), with a focus on participant behavioral outcomes that result from their involvement in recreation opportunities. The latter dimension represented the traditional paternal model of public service delivery, whereby municipal recreation service agencies provided direct programming (Goodale and Witt, 1979:23).

#### **The Goodale and Witt Study**

The Goodale and Witt study (1979) was limited to Witt et al.'s (1979) seventeen *OUTPUT* Goals within a survey involving two groups of respondents (Municipal Recreation Staff and Community Citizens) within two different communities. This sample population procedure permitted a comparison of consensus within and between the two respondent groups. Goodale and Witt's findings suggested a that reasonable degree of consensus was present within both the Citizen and Municipal Recreation Staff populations from both communities. However, there was a lack of consensus between the two respondent group's response sets, as recreation practitioners' preferences indicated a desired shift toward more *provisions of services*, while citizens indicated a preference for the continuance of *direct provision of services*.

#### **The Hastings Study**

In 1984, Hastings repeated Edginton's national goal survey format and methodology in comparing goal importance ratings between municipal recreation administrators surveyed by Edginton in 1978 and those Hastings surveyed in 1984. His preliminary statistical analysis of item inter-correlations reduced the Edginton

instrument's content from 85 to 59 goal statements. However, his study ignored statistical verification of his instrument's goal classification scheme, and his study was, therefore, limited to the descriptive analysis of goal statement rankings in the same manner as Edginton's.

In reviewing the methodologies applied to the analysis of organizational goals in municipal recreation settings, each of the above studies contributes to, but in itself lacks, a comprehensive methodology relative to modern theoretical organizational concepts. Edginton's goal structure, Witt et al.'s use of factorial analysis to verify their instrument's goal-item content in terms of a goal classification scheme and Goodale and Witt's multi-interest group sampling procedure each provided useful considerations for the development of the current study's methodological framework.

#### **SUMMARY**

This study utilizes Edginton's goal survey instrument and methodology as the basis for its study of organizational goals in the municipal recreation service setting. In particular, his instrument's content and format are used because his mode of inquiry reflects the Chapter's findings that meaningful goal study research must attempt to identify and measure:

- operative, rather than solely official, goals through numerous goal-oriented activity statements;
- the existence and relative importance of goals within an organization through the collective consensus of survey respondents, as computed using Likert-type intensity ratings;
- goal attainment through indicators of both goal activities and goal intentions;

- a goal classification scheme involving a conceptual goal construct to classify numerous goal statements, rather than an simplistic view of organizational goals;
- both goal attainment (*OUTPUT*) and organizational maintenance (*SUPPORT*) functions of modern complex organizations; and
- organization-specific goals as determined effectively and efficiently through a diverse range of organizational interests' goal observations and preferences.

Edginton's adaptation of Gross's organizational goal model's five goal groupings is employed since it reflects the three *dimensions* of the Open System model, the four *theoretical perspectives* and the four *approaches* to evaluating organization effectiveness of the study's conceptual framework. As well, Edginton's organizational goal model permits the synthesis of numerous goal statements into concise and theoretically meaningful classification scheme of goal groupings. The ability of his instrument to produce reliable and valid empirical indicators of these goal groupings to study observed organizational goal phenomena would better enable practitioners and researchers alike to apply research findings derived from its use. Unlike the Edginton study, this study utilized a heterogeneous population sampling procedure to accommodate its conceptual framework's Behavioristic and Institutional/Interests perspectives.

In summary, the study's conceptual organizational goal model reflects *multi-dimensional*, *multi-effectiveness approach* and *multi-theoretical perspective* considerations of the study's conceptual framework. This conceptual framework, as operationalized in the study's use of the Edginton methodology and a heterogeneous sample population, is viewed as a comprehensive initiative for developing a goal survey instrument for application in municipal recreation service settings.



## **CHAPTER 3**

### **METHODOLOGY**

#### **INTRODUCTION**

The purpose of this Chapter is to describe the overall methodological approach, instrument development process and goal survey data analysis procedures of the study.

The first section presents the methodological framework for the study. The second section outlines the development of the Edginton (1978) and Hastings (1984) goal survey instruments. The third section describes the procedures used to assess the study's *base* instrument's (the Hastings adapted version of the Edginton instrument) statistical validity and reliability and to revise it as a more useful empirical research instrument (study's *revised* instrument). This section also outlines the application of the goal survey instrument and the procedures used to analyse its observed organizational goal phenomena.

#### **OVERALL METHODOLOGICAL APPROACH**

This study builds on the Edginton (1978) study, which purports to map a domain of inquiry reflecting the classification scheme of a conceptual organizational goal model. Edginton's goal classification scheme is a useful way to collapse his questionnaire's numerous goal statements into the more manageable form of five goal groupings. Since the Edginton instrument has not been subjected to reliability and construct validity testing, his empirical research methodology remains incomplete. The crucial question regarding the statistical verification of the proposed goal groupings dictated the methodological approach for this study.

Factor analysis is especially suited to the purpose of testing hypothesized models from quantitative survey data. It permits the delineation of the fewest and, at the same time, the most dominant clusters of items which can account for the major portion of variance within a given matrix of variables (Halpin and Croft, 1963:14). The factorial clusters of goal statements (or factorial dimensions), extracted through factor analysis, establish statistically derived abstractions that could verify the hypothesized item-groupings of a conceptual model. The extent to which dominant factorial clusters of goal items were consonant with the study's organizational conceptual goal model's groupings was the key consideration in adjustments to the *base* instrument, which resulted in the development of the *revised* instrument used to examine the Goal Survey data. The statistical analyses utilized were those contained within the Statistical Package for the Social Sciences (SPSSX - Version 2.1) (Nie et al., 1975) and a Linear Structural Equation Model Program (LISERAL) (Joreskog and Sorbom, 1989).

In summary, this study's methodological approach incorporates the inductive approach of the Edginton study into the current study's deductive research design. A concordance between these two approaches would verify the study's goal survey instrument as a useful research and diagnostic methodology. The design of this study involves the use of theoretical or inductive insights to modify the empirical sorting of goal items and, conversely, the use of the results of the data analyses to modify theoretical notions.

## **INSTRUMENT DEVELOPMENT**

### **The Edginton Goal Survey Instrument**

The 1978 study by Edginton featured a conceptual goal model of five goal groupings - *Services Provided, Management, Motivational, Adaptational* and *Positional* (Edginton and Neal, 1983:40). His instrument's 85 goal statements were

randomly organized within the questionnaire format, and respondents were asked to respond to each statement on a Likert scale ranging from 1 (of No Importance) to 5 (of Absolutely Top Importance) and 6 (Don't Know) (see Figure 3-1). This format allowed for the individual ratings of importance for each item, with the subsequent averaging of all respondents' ratings on each to assess the level of consensus on the relative importance of the goal statements. (Edginton and Neal, 1983:43). Another aspect of the instrument was a dual rating system, which required respondents to rate the *what is* (Current) level of importance for the goal, as well as the level it *should be* (Future). This feature facilitated an assessment of the level of congruence, or degree of agreement, between sets of goal importance ratings (*what is* and *what should be*) for each goal statement (Ibid.: 43).

Figure 3.1

#### EDGINTON LIKERT-TYPE SCALE

| OF NO<br>IMPORTANCE                                           | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |   |   |   |
|---------------------------------------------------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|---|---|---|
| 1                                                             | 2                       | 3                       | 4                      | 5                        | 6                          |   |   |   |
| 1. To develop short range plans<br>(1-3 years) for Department |                         |                         |                        |                          |                            |   |   |   |
|                                                               |                         | Is                      | X                      |                          |                            |   |   |   |
|                                                               |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                               |                         |                         | X                      |                          |                            |   |   |   |
|                                                               |                         |                         | 1                      | 2                        | 3                          | 4 | 5 | 6 |

An individual who had marked his/her reaction to the goal statement in the matter shown would be expressing his/her thought that "To develop short range plans (1-3 years) for the Department" is currently of Medium Importance but should be of Extreme Importance.

Edginton's analysis of his Canadian Organizational Goal Study for Municipal Recreation survey data was limited to a descriptive analysis of the rank order of the goal statements, the difference (or congruence) in the ranking of goal statements between *what is* and *what should be* ratings, and observations regarding his goal classification scheme. Neither the reliability and construct validity of the survey

instrument nor the relevance to his conceptual organizational goal model were examined. Many studies and/or research articles have used Edginton's results and/or goal survey instrument (Edginton and Hood, 1977 (a.), (b.), (c.); Edginton, McDonald and Smith, 1978; Edginton and Neal, 1981, 1982 (a.), 1982 (b.), 1983; Edginton, Griffith and Neal, 1982; Neal and Edginton, 1982 (a.), 1982 (b.), 1982 (c.), 1982 (d.), 1984; Edginton, Hastings and Neal, 1983; Edginton, Neal and Rothschild, 1983; and Hastings, 1984). To enable the Edginton instrument to move from a merely descriptive multiple item instrument (rank order) to a predictive research tool based on his organizational goal model's five goal groupings, it is essential that the instrument's goal classification scheme be assessed and confirmed. If this statistical assessment is not undertaken reference to observed goal structures obtained from the use of his instrument must be treated solely as observations based on intuitive goal classifications.

#### The Hastings Goal Survey Instrument

Of the above mentioned Edginton-type goal studies, the Hastings study (1984) was the only one that attempted to address the construct validity and reliability of the Edginton instrument. The Hastings study (1984) compared Canadian municipal parks and recreation directors' perceptions of organizational goal importance with Edginton's results (1978). Hastings conducted factor analysis and computed zero-order correlations utilizing Edginton's survey data to determine if the goal-items clustered together and which were similar in content. He states that his factor analysis process on Edginton's data produced three factors - *Output*, *Management/Motivation*, and *Adaptational/Positional*, but he provides no statistical documentation to support this claim. His correlation matrix identified twenty-six items (having had moderate to strong correlations) that were deleted (Hastings,



1984:70) in his adapted version (59 goal-items) of the Edginton instrument (85 goal-items). Hastings, in his analysis procedures for his *adapted* Edginton instrument, utilized a test-retest procedure recommended by Borg and Gall (Hastings, 1984:68). His instrument was administered to a group of fifteen municipal parks and recreation directors and administered again one week later to the same participants. He computed a Pearson Product-Moment Correlation co-efficient of .71 between the two sets of responses. This correlation figure is considered *significant* by Weber and Lamb (1970) as cited by Hastings (1984:68).

This study uses Hastings's adapted version (59 goal-items) of the Edginton goal survey instrument as its *base* instrument.

#### **Preliminary Subjective Assessment**

A Pilot Test was conducted to subjectively assess the study's *base* instrument's content, design and administration. A total of fifteen judges responded to a request to review the instrument's content. This panel was selected from academic institutions where the judges were involved in teaching and conducting research in the field of recreation administration. None had been involved as participants in the Edginton study, nor were they to be involved as respondents in the current study.

The judges were requested to rate each goal statement on a dichotomous scale as 1 (Relevant) or 2 (Not Relevant) and to suggest additional goal statements they felt were relevant for a study of organizational goals in the municipal recreation service setting. Because the Edginton goal statements were developed in 1978, their suggestions reflected an attempt to update the Hastings's adaptation of the Edginton goal survey instrument with goals appropriate to the municipal recreation services field at the time of the pilot test (1987). An analysis of the judges' dichotomous ratings resulted in ten goal-items being deleted. A subjective review of their goal

statement submissions by the researcher resulted in eight new goal-items being added. The resulting *base* instrument contained fifty-seven items. In addition, based on the judges' recommendations, the statements, questions and instructions were editorially revised to improve the clarity of the study's Goal Survey instrument (See Appendix i).

### THE GOAL SURVEY

The following describes the administration of the study's *base* instrument, procedures used to revise the instrument and techniques used to analyse the Goal Survey data.

#### Administration Of The *Base* Instrument

The data collection procedures utilized both a mailed and an *on-site* administration of the instrument. The Recreation Professional sub-population (respondents working in/or with municipal recreation service agencies) received a mailed questionnaire, while the Recreation Student sub-population responded to the questionnaire (respondents involved in recreation administration curriculum) in a classroom setting. The survey instrument package contained a covering page outlining the study's purpose and instructions for completing the questionnaire, and the list of fifty seven goal statements with dual rating Likert-type response scales (*what is* and *what should be*).

The mailed questionnaire procedures used for the Recreation Professional sub-population followed closely those advocated in Dillman's "Total Design Method" (1978:163):

- i. A cover letter, the questionnaire and a reply envelope affixed with prepaid class postage were placed in an envelope and sent to each respondent. The three different Recreation Professional respondent sub-

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groups were sent different colored questionnaires to facilitate appropriate coding of the this sub-population's three sub-groups upon receipt of their completed questionnaires.

ii. One week following the first mailing a telephone call was made by the researcher to each questionnaire package recipient to confirm receipt of the questionnaire and to outline the purpose of the study.

iii. Three weeks after the first mailing, a follow-up was sent to non-respondents. It contained another questionnaire package as well as a revised covering letter stating that the individual's questionnaire had not been received.

The *on site* administration of the questionnaire for the Recreation Student sample population was conducted in a classroom setting and involved a brief overview of the study and questionnaire instructions. Approximately 40 minutes of class time were provided, by which time all participants had completed the questionnaire.

#### Identification Of The Survey Population

The population of the study was identified as having four sub-groups:

i. **Senior Management** represented chief administrative staff who were responsible for the overall co-ordination of a municipal recreation service departments. Fifty names were randomly selected from a mail list developed in April, 1987, by the Alberta Recreation and Parks Association.

ii. **Junior Management** included municipal recreation service personnel who had supervisory responsibilities for the co-ordination of some aspect of a municipal recreation agency service such as programs, facilities, parks or regional operations, but not the overall operation of the agency. Forty

names were selected from a mail list developed in October, 1988, by the Alberta Recreation and Parks Association.

iii. **Provincial Consultants**, who had responsibilities for consulting with municipal recreation service agencies, were selected from the Alberta Recreation and Park Department's staff list. Twenty names were selected from A.R.P.'s staff list in consultation with the Department's Assistant Deputy Minister to ensure that the people selected had frequent contact with municipal recreation service departments.

iv **Recreation Students** included in the survey were fifty third and fourth year students in the Recreation and Leisure Studies undergraduate program at the University of Alberta. These students were in a recreation service practicum work experience course at the time they completed the goal survey questionnaire. This practicum involved their placement within a of recreation agency.

The Senior Management and Junior Management respondents were from Alberta municipalities having a population range of 5,000 to 25,000. The first three sub-groups represented the Recreation Professional sub-population, with the Recreation Students representing the study's second sub-population.

Members of the Senior Management sub-group were similar in their positional role to the municipal parks and recreation directors involved in Edginton's study. It was recognized that though their perceptions are valid indicators of their agency's goals (Zald, 1963; Yuchtman and Seashore, 1967:892; Price, 1972:13), reliance solely on their perceptions as a major influence on the nature of an organization's goals (Cyert and March, 1963:121; Simon, 1964:15; Kast, 1974:105) is in conflict with the socio-political perspective of the study's conceptual framework (March, 1965:70; Thompson, 1967:128; Hall, 1977:170 ). This study's Goal



Survey, therefore, used three other survey respondent groups (Junior Management, Provincial Consultants and Recreation Students) to explore whether the instrument could accommodate different groups of respondents representing different vantage points on the operations of a municipal recreation service settings.

### **Techniques Applied To Analyzing The Survey Data**

#### **Instrument Assessment/Development**

The study's instrument testing process focused on the statistical assessment of the relationship between the instrument's empirical indicators of its Goal Survey's observed goal phenomena and its conceptual goal model (Riley, 1963:23). These statistical analyses primarily addressed the reliability and validity requirements to substantiate the instrument's utility for applied research.

The data were subjected to the frequencies procedure within the Statistical Package for Social Sciences (SPSSX). Results of this program were utilized to ensure the accuracy of inputting survey data into the computer program, review the goal-items' measures and rank the goal-items in order of importance.

The testing of the instrument's reliability was based on a internal consistency of the instrument's overall list of items and individual item analysis. The instrument's factorially derived goal structure's (goal groupings) reliability between the study's dual rating scales (*what is* and *what should be*) rating scales was assessed using the LISERAL procedure. Validity assessment focused on the construct validity of the instrument's factorially derived components compared to the hypothesized goal groupings, based on item inter-correlations and factor solutions. Discriminatory power was examined using T-Tests and Analysis of Variance procedures to assess the instrument's capacity to produce statistically significant relationships from the observed data (Edginton and Neal, 1983:42). Statistical

reliability and validity procedures were repeated to analyse the implications of revising the *base* instrument's list of items to develop the study's *revised* instrument based on the findings of the initial exploratory use of such procedures.

#### RELIABILITY

Estimates of reliability for the *base* instrument were based on the internal consistency approach. Such estimates are based on the domain-sampling model for assessing measurement error within the instrument. This procedure assesses whether the instrument's items represents a defined common area of content for which the content limits are clearly specified (Nunnally, 1978:230). Basic to the domain-sampling model is the average correlation of the total item pool, indicating the extent to which some common domain exists among all items. The dispersion of the individual item correlations about the average would indicate the degree to which individual items varied in sharing this common domain (Nunnally 1978:195).

A co-efficient Alpha is a way to assess the reliability of a multi-item instrument. It establishes the upper limit of reliability of instruments developed in terms of the domain-sampling model. If the Alpha is low, there is no need to make other estimates of reliability (for example - retest, split-half and alternative-form methods), because they will prove to be lower (Carmines and Zeller, 1979:37), and it duplicates the corrected correlations from other reliability testing methods while requiring only a single administration of the instrument (Carmines and Zeller, 1979:37 & 45).

The results of applying the internal consistency approach to establish an Alpha co-efficient, are reported as:

**Cronbach's Alpha** (Cronbach, 1951) - An Alpha value of .80 was established as the minimum level to assess the instrument's overall internal consistency because correlations are affected very little by random measurement

error at this level of reliability (Carmines and Zeller, 1979:51) and therefore considered *significant*; and

**Corrected Item-Total Correlations** - These correlation co-efficients, derived from the Cronbach Alpha technique, were targeted at a minimum value of .30 as the criteria by which an individual item would be considered *acceptable* and, therefore, retained (Nunally, 1978:263) for the instrument revision process.

**LISERAL** The reliability of the instrument was also examined to see if the study's factorially derived goal structure was consistent between the survey's two time frame perspectives relative to the respondents' goal observations (*what is*) and preferences (*what should be*). The Linear Structural Equation Model (LISERAL) program (Joreskog and Sorbom, 1989) was utilized to compare the *revised* instrument's factorially derived goal structure with both the *what is* and *what should be* data. It analysed the correlation matrices for both sets of data and established a Goodness of Fit Index value representing the degree to which the study's goal structure was consistent with the data of both scales in the study's Goal Survey.

#### VALIDITY

In addition to assessing the instrument's reliability of its empirical indicators, it must also be assessed as to its construct validity - does it measure what it purports to measure? Construct validity was assessed using correlation and factor analysis techniques. They were undertaken to establish the instrument's dominant factors, to assess the resulting clusters of goal-items in relation to the study's hypothetical goal groupings, and to assess which items should be retained or discarded (Carmines and Zeller, 1979:27) in the goal survey instrument revision process.

The techniques used to assess the instrument's construct validity were:

**Correlation Matrix** - Correlation matrices were created to assess which goal-items correlated with each other using the fifty-seven goal-items of the base instrument. Similarly, correlation matrices were developed using the *revised* instrument's retained goal-items to confirm the appropriate clusters of item inter-correlations within the study's factorially derived goal structure. Item inter-correlations were considered *significant* as equal to or greater than .30 set at a level of confidence of  $p=0.001$ .

**Factor Analysis** - This procedure utilized the Principal Components Analysis (P.C.A.) extraction technique (Harmen, 1976) in the SPSSX program with the following system defaults: *factors extracted* - limited to the number of components extracted with a minimum eigenvalue set at 1; *iterations* - to a maximum of 25 for the factor solution; and *rotation* - the Varimax factor rotation method (SPSSX User Guide, 1986:715-731). The exploratory factor analysis process repeated the use of the Principal Components Analysis Extraction technique with different iteration and factors criteria to produce and assess different factor solutions and to evaluate the best fit factor solution representing a balance between item factor loadings ( $> .40$ ) and maximizing the percentage of item variance accounted for.

Following the exploratory factor analysis process, the P.C.A. extraction program was limited to the best fit number of extracted components. Items having a higher factor loading ( $> .40$ ) on one particular component than on other components were assigned to that particular component as a *best fit* solution. Typically, 1978-1980 within the instrument revision process.

#### DISCRIMINATORY POWER

Assessment of the instrument's discriminatory power focused on the ability of its empirical indicators to establish statistically significant differences within the observed goal phenomena. Such assessment focused on the data being *within* and



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Following the exploratory factor analysis process, the P.C.A. extraction program was limited to the *best fit* number of extracted components. Goal items having a higher factor loading ( $> .40$ ) on one particular component, than on other components were assigned to that particular component as a *significant* item (Nunnally, 1978:423) within the instrument revision process.

#### DISCRIMINATORY POWER

Assessment of the instrument's discriminatory power focused on the ability of its empirical indicators to establish statistically significant differences within the observed goal phenomena. Such assessment focused on the dual rating (*what is* and

*should be*), and the rank order of goal items' importance (dependent variable), and the relationship between the survey's goal importance responses to the study's only independent variable (the respondent group). The statistical power of the differences thus derived determines the ability of the instrument to empirically measure theoretically relevant relationships in a meaningful manner.

Techniques used to assess the instrument's discriminatory power were:

**T-Test** - This procedure was utilized to compare goal importance response means by calculating and testing the significance of the differences between them. It involved a two-tailed test of *significance*, set at a critical value of + or - 2.63 at 100 degrees of freedom ( $p=.001$ ) (Borg and Gall, 1983:380). It was used to test paired samples of the dependent variable (goal-items) relative to their rating differences in rank order of importance, their rating differences within the dual rating scales (*what is* and *what should be*) of the instrument and their rating differences by the various respondent groups.

**Analysis of Variance (ANOVA)** - This technique was utilized to look for significant differences between respondent groups in their rating of goal importance. The ANOVA program produces *significant* Student-Neuman-Keuls correlations set at a level of confidence of  $p=0.05$  (SPSSX User Guide, 1986:451).

#### PROCEDURES FOR DEVELOPMENT OF *REVISED* INSTRUMENT

The process of revising the *base* instrument's pool of goal-items was determined by the decision criteria established for the exploratory reliability and validity assessment procedures. The instrument's retained items were subjected to repeated reliability and validity testing procedures to confirm the *revised* instrument's compatibility both with the study's organizational goal model and previously stated decision parameters regarding its measurement reliability.

### Descriptive/Statistical Analysis

Following the procedures to revise the *base* instrument, the retained goal-items of the *revised* instrument (45 goal-items) were subjected to statistical analyses to examine the Goal Survey's observed organizational goal phenomena. The descriptive analysis involved the rank ordering of the goal instrument's statements' and goal groupings' importance among all respondents and within each respondent group. The statistical analysis procedures used to test the instrument's discriminatory power (T-Tests and Analysis of Variance) were utilized to describe statistically *significant* relationships within the observed organizational goal phenomena from the Goal Survey data.

This Chapter has presented the methodological procedures conducted for this study. These procedures have examined the data collection elements of the goal survey instrument, the assessment and development of the instrument and the methods used to analyse the data through the application of the instrument. Discussion and presentation of findings from the statistical analyses follow in Chapter 4.

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### INTRODUCTION

The double focus of this study encompassed an instrument/development (confirmatory) and an exploratory component. The confirmatory portion focused on the goal survey instrument's utility as a research tool. The exploratory portion conducted an analysis of the Goal Survey's observed organizational goal phenomena. This Chapter presents the findings and discussions resulting from the instrument/development component under the heading **Assessment/Development of the Instrument**, and its exploratory component under the heading **Goal Survey Analysis**.

#### ASSESSMENT/DEVELOPMENT OF THE INSTRUMENT

The process of assessing and developing the study's goal survey instrument focused on the internal consistency reliability of its measures and the construct validity of its content and goal structure. The study's *base* instrument took the form of an adapted version (57 items) of Hastings' (1984) modification (59 items) of the Edginton (1978) goal survey instrument (85 items). Statistical procedures were utilized to assess the *base* instrument's content relative to both the study's organizational goal model and the factor solutions derived from the Goal Survey data. The findings of these procedures were used to refine the research utility of the goal survey instrument by revising its content. These procedures were repeated to test the reliability and construct validity parameters of the *revised* instrument.



### Profile Of Survey Population

The Goal Survey population (See Table 4.1 below) involved the four sub-groups within two sub-populations (Recreational Professionals and Recreation Students) as previously described. Of the 160 respondents selected, 120 responded and, of the questionnaires returned, four were rejected because they were incomplete. This left a final return rate of 72.5% (116/160). The resulting survey population of 116 respondents exceeds the minimum criterion of 100 participants in the survey population and twenty respondents in each sub-group to conduct meaningful statistical analyses (Borg and Gall, 1983:259).

The survey population consisted of two sub-populations, Recreation Professionals (63%) and Recreation Students (37%), which further collapsed into the four sub-groups: Recreation Students (37%); Senior Management (27%); Junior Management (20%); and Recreation Consultants (16%).

Table 4.1

#### PROFILE OF GOAL SURVEY POPULATION

| Respondents' Group       | Survey Population | Number of Responses | Group's Response Rate | % of Survey Respondents |
|--------------------------|-------------------|---------------------|-----------------------|-------------------------|
| Senior Management        | 50                | 31                  | 62%                   | 27%                     |
| Junior Management        | 40                | 23                  | 57.5%                 | 20%                     |
| Recreational Consultants | 20                | 19                  | 95%                   | 16%                     |
| Recreation Students      | 50                | 43                  | 86%                   | 37%                     |
| TOTAL                    | 160               | 116                 | 72.5%                 | 100%                    |

### Descriptive Statistics

Means, standard deviations and ranges were computed, (See Table 4.2, pg. 68) using the Frequencies procedure of the SPSSX program (SPSSX, 1986:314) for the goal-items within the study's two rating scales (*what is* and *what should be*).

### FINDINGS

The *what is* and *what should be* goal-item means ranged from 2.36 to 3.80 and 3.20 to 4.41 respectively. Standard deviations ranged from 0.71 to 1.00 and 0.64 to 1.00 for the *what is* and *what should be* scales respectively. The range of scores was between 2.0 and 4.0.

### DISCUSSION

The average response means for the *what is* rating scale had a lower range than the *what should be* scale indicating the respondents' ratings, overall, were higher for the latter scale's goal-items. The standard deviations were all equal to or less than 1.0 indicating that a reasonable degree of consensus was present among respondents as to the existence of all the goal-items within the survey population's dual rating scales (Gross, 1968:523). The range of scores was generally 4.0 within the six point Likert-type scale. This finding indicates that a wide range of respondents' goal importance ratings were accommodated by the instrument. Those few goal-items with a range of 2.0 and 3.0 represented those that had the higher response means within either scale (equal to or greater than 3.56 - *what is* scale and 4.09 - *what should be* scale). This finding indicates that some of the goal-items having the highest means within each rating scale exhibited a high degree of consensus as to their relative importance among the survey respondents.

Table 4.2

**"WHAT IS" AND "WHAT SHOULD BE" SCALES -  
DESCRIPTIVE STATISTICS**

| GOAL ITEM | "WHAT IS" |          |       | "WHAT SHOULD BE" |          |       |
|-----------|-----------|----------|-------|------------------|----------|-------|
|           | Mean      | St. Dev. | Range | Mean             | St. Dev. | Range |
| 1         | 3.31      | 0.799    | 4.0   | 3.51             | 0.937    | 4.0   |
| 2         | 2.36      | 0.908    | 4.0   | 3.60             | 1.050    | 4.0   |
| 3         | 3.47      | 0.908    | 4.0   | 4.19             | 0.941    | 3.0   |
| 4         | 3.22      | 0.914    | 4.0   | 3.22             | 0.952    | 4.0   |
| 5         | 3.80      | 0.701    | 3.0   | 4.16             | 0.672    | 3.0   |
| 6         | 3.28      | 0.910    | 4.0   | 3.50             | 0.850    | 4.0   |
| 7         | 2.99      | 0.860    | 4.0   | 3.61             | 0.882    | 4.0   |
| 8         | 3.41      | 0.985    | 4.0   | 4.40             | 0.696    | 3.0   |
| 9         | 3.45      | 0.838    | 4.0   | 4.02             | 0.894    | 4.0   |
| 10        | 3.00      | 0.769    | 4.0   | 3.19             | 0.797    | 4.0   |
| 11        | 3.08      | 0.970    | 4.0   | 4.13             | 0.704    | 3.0   |
| 12        | 3.06      | 0.916    | 4.0   | 4.41             | 0.604    | 2.0   |
| 13        | 3.56      | 0.847    | 3.0   | 3.94             | 0.772    | 3.0   |
| 14        | 3.53      | 0.937    | 3.0   | 4.08             | 0.925    | 4.0   |
| 15        | 3.41      | 0.895    | 4.0   | 4.07             | 0.892    | 4.0   |
| 16        | 3.19      | 0.980    | 4.0   | 4.05             | 0.893    | 4.0   |
| 17        | 3.38      | 0.901    | 4.0   | 4.04             | 0.838    | 3.0   |
| 18        | 2.97      | 0.955    | 4.0   | 3.84             | 0.932    | 4.0   |
| 19        | 3.70      | 0.857    | 4.0   | 3.97             | 0.903    | 4.0   |
| 20        | 5.58      | 0.866    | 3.0   | 4.24             | 0.668    | 3.0   |
| 21        | 2.91      | 0.819    | 4.0   | 3.90             | 0.848    | 4.0   |
| 22        | 2.91      | 0.875    | 4.0   | 4.11             | 0.710    | 3.0   |
| 23        | 2.55      | 0.750    | 4.0   | 3.20             | 0.962    | 4.0   |
| 24        | 3.05      | 0.822    | 4.0   | 3.64             | 0.898    | 4.0   |
| 25        | 3.48      | 1.000    | 4.0   | 3.60             | 1.000    | 4.0   |
| 26        | 3.27      | 0.888    | 4.0   | 3.91             | 0.741    | 4.0   |
| 27        | 2.91      | 0.854    | 4.0   | 3.54             | 0.888    | 4.0   |
| 28        | 3.35      | 0.943    | 4.0   | 4.13             | 0.775    | 3.0   |
| 29        | 3.39      | 0.842    | 4.0   | 4.10             | 0.817    | 4.0   |
| 30        | 3.35      | 0.916    | 4.0   | 4.04             | 0.817    | 3.0   |
| 31        | 3.19      | 0.968    | 4.0   | 3.79             | 0.947    | 4.0   |
| 32        | 4.49      | 0.899    | 4.0   | 3.88             | 0.970    | 4.0   |
| 33        | 2.80      | 0.944    | 4.0   | 3.00             | 1.000    | 4.0   |
| 34        | 3.03      | 0.790    | 4.0   | 3.68             | 0.851    | 4.0   |
| 35        | 2.87      | 0.729    | 4.0   | 3.98             | 0.734    | 3.0   |
| 36        | 3.04      | 0.817    | 4.0   | 3.82             | 0.840    | 4.0   |
| 37        | 3.21      | 0.965    | 4.0   | 4.32             | 0.693    | 2.0   |
| 38        | 3.32      | 0.983    | 4.0   | 4.07             | 0.892    | 4.0   |
| 39        | 2.83      | 0.972    | 4.0   | 4.03             | 0.751    | 3.0   |
| 40        | 3.70      | 0.897    | 4.0   | 3.57             | 0.847    | 4.0   |
| 41        | 3.46      | 0.838    | 4.0   | 3.68             | 0.871    | 4.0   |
| 42        | 2.83      | 0.837    | 4.0   | 3.31             | 0.849    | 4.0   |
| 43        | 2.97      | 0.955    | 4.0   | 3.49             | 0.930    | 4.0   |
| 44        | 2.66      | 0.960    | 4.0   | 3.64             | 0.936    | 4.0   |
| 45        | 3.57      | 0.836    | 3.0   | 3.87             | 0.928    | 4.0   |
| 46        | 3.25      | 0.990    | 4.0   | 4.09             | 0.764    | 3.0   |
| 47        | 3.64      | 0.806    | 3.0   | 4.02             | 0.844    | 4.0   |
| 48        | 3.49      | 0.899    | 4.0   | 3.95             | 0.903    | 4.0   |
| 49        | 3.12      | 0.906    | 4.0   | 4.16             | 0.718    | 3.0   |
| 50        | 2.69      | 0.936    | 4.0   | 3.32             | 1.000    | 4.0   |
| 51        | 3.05      | 0.950    | 4.0   | 3.61             | 0.921    | 4.0   |
| 52        | 3.60      | 0.745    | 3.0   | 3.82             | 0.764    | 4.0   |
| 53        | 3.69      | 0.955    | 3.0   | 4.37             | 0.612    | 2.0   |
| 54        | 3.18      | 1.000    | 4.0   | 3.50             | 0.970    | 4.0   |
| 55        | 3.22      | 0.893    | 4.0   | 4.15             | 0.826    | 4.0   |
| 56        | 3.40      | 0.941    | 4.0   | 3.91             | 0.941    | 4.0   |
| 57        | 3.04      | 0.927    | 4.0   | 3.68             | 0.947    | 4.0   |

### Testing The Base Instrument

The *base* instrument, containing 57 goal statements, was subjected to tests for internal consistency reliability and construct validity. These procedures were conducted on the data from the Goal Survey.

#### **Reliability**

The reliability values, computed using the Reliability procedures of the SPSSX program (SPSSX, 1986:856) to assess the Goal Survey instrument's internal consistency are reported as Cronbach's Alpha and Corrected Item - Total Correlation co-efficients.

#### **FINDINGS**

The Cronbach's Alphas (Cronbach, 1951) obtained for the *what is* and *what should be* response rating scales were .9190 and .9187 respectively.

The Corrected Item-Total Correlations were calculated within the Cronbach's Alpha reliability procedure as the statistical relationship between each item to the total scale's score derived from all the other items' scores within the scale (See Table 4.3, pg. 72). Forty-two and 48 goal-items had *significant* correlations (over .30) in the *what is* and *what should be* scales respectively. Three and four goal-items had *acceptable* correlations ( $.25 < .30$ ) in the *what is* and *what should be* scales, and the balance of items exhibited no *significant* ( $< .30$ ) correlations.

#### **DISCUSSION**

The Cronbach's Alpha values of .92 and .92 for the *what is* and *what should be* scales respectively indicate a *significant* level of commonality exists among the 57 goal statements of the *base* instrument, since the Alpha value is greater than .80 (Carmines and Zeller, 1979:51).



Fifty goal-items had Corrected Item-Total correlations (See Table 4.3, pg. 72) greater than 3.0 in either or both rating scales by which an item would be considered *significant* (Nunally, 1978:263). Five goal-items had a *acceptable* correlation value ( $> .25 < 3.0$ ). These Alpha values were considered with the factor analysis results to assess which items would be retained in the instrument revision process (See heading Construct Validity below).

### Correlation Matrices

Correlation Matrices for the *base* instrument's *what is* and *what should be* rating scales were produced using the Pearson Product-Moment correlation procedure of the SPSSX program (SPSSX, 1986:639) to examine the instrument's construct validity.

### FINDINGS

The *what is* and *what should be* correlation matrices (See Appendices ii, pg. 181 and iii, pg. 184) for the study's *base* instrument indicate a ( $r > .40$ ) and acceptable ( $r > .29$ ) large number of *significant* item inter-correlations co-efficients suitable based on a one-tailed test set at the  $p > 0.001$  level of confidence suitable for exploratory purposes (Borg and Gall, 1983:624).

### DISCUSSION

The majority of inter-correlation co-efficients were in the .29 to .40 range in both rating scales indicating an overall *slight* rather than *strong* relationship among those item inter-correlations falling in this range. Further, this tendency indicates that only 5.8 to 8.0 percent of the variance between two goal-items that have been correlated within this co-efficient value range, was common to both.

## Construct Validity

The *base* instrument's construct validity was tested using the Principal Component Analysis extraction procedure (Varimax rotation) on the SPSSX program (SPSSX, 1986:714).

## FINDINGS

The goal-item data failed to converge in the program default mode of 25 iterations for initial factor analysis procedures in both the *what is* and *what should be* scales. The *what is* items subsequently converged in 57 iterations, with 16 factors having eigenvalues greater than 1.0 extracted (eigenvalue = 12.5), which accounted for 77% (with factor 1 accounting for 22%) of the instrument's item variance. The *what should be* items converged in 42 iterations, with 16 factors having eigenvalues greater than 1.0 extracted (eigenvalue = 11.3), which accounted for 77% (with factor 1 accounting for 19.18%) of the instrument's item variance.

The Principal Component Analysis procedure was repeated with various factor extraction limits. With the factor extraction limit set at five factors, the *what is* solution converged in fifteen iterations, which accounted for 45.2% (with factor 1 representing 22%) of the instrument's variance in items. The *what should be* five factor solution converged in ten iterations, which accounted for 44%, (with factor 1 representing 20%) of the instrument's variance in items (See Table 4.3, pg. 72).

## DISCUSSION

The initial factor analysis indicated that the instrument's content involved more than one dimension of the observed goal domain (organizational goal phenomena), since the first component (factor) extracted did not explain a large proportion (greater than 40%) of the instrument's item variance (Carmines and Zeller, 1979:60). The failure of an unspecified extracted factor solution to emerge in twenty-five iterations is indicative of the complexity of the instrument's item

Table 4.3

"BASE" INSTRUMENT (57 ITEMS) -

FACTOR ANALYSIS (5 FACTORS)

| GOAL GROUPING/Goal Statement | What is<br>FACTORS |   |   |   |   | REL | What should be<br>FACTORS |   |   |   |   | REL |
|------------------------------|--------------------|---|---|---|---|-----|---------------------------|---|---|---|---|-----|
|                              | 1                  | 2 | 3 | 4 | 5 |     | 1                         | 2 | 3 | 4 | 5 |     |

|                                  |       |       |       |       |       |        |       |       |       |       |      |       |
|----------------------------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|------|-------|
| I. OUTPUT (CATEGORY)             |       |       |       |       |       |        |       |       |       |       |      |       |
| A. SERVICES PROVIDED (FOCUS)     |       |       |       |       |       |        |       |       |       |       |      |       |
| a. Services Provided (Type)      |       |       |       |       |       |        |       |       |       |       |      |       |
| 1. more rec. opportunities       | (.30) | -.27  | .29   | -.12  | .08   | [.13]  | (.30) | .03   | .20   | .19   | .11  | [.39] |
| 2. leisure counseling            | *.57  | -.10  | -.09  | -.23  | .17   | [.36]  | *.48  | -.11  | .24   | -.04  | .25  | [.38] |
| 4. fiscal res. to groups         | -.01  | .20   | -.10  | -.02  | *.44  | [-.06] | .11   | .08   | -.28  | .13   | .19  | [.12] |
| 7. com. culture & heritage       | *.64  | (.31) | .11   | .14   | .02   | [.60]  | *.58  | .24   | -.15  | .14   | .11  | [.45] |
| 10. special need populations     | *.44  | (.33) | (.30) | -.12  | .25   | [.48]  | .19   | .05   | .14   | *.54  | .02  | [.40] |
| 14. partic's personal goals      | *.67  | .27   | (.32) | -.17  | .14   | [.60]  | *.63  | .24   | .07   | .23   | .05  | [.57] |
| 20. rec. opportunity info.       | (.32) | .25   | (.34) | .22   | -.05  | [.50]  | .17   | .23   | -.25  | .00   | .13  | [.40] |
| 23. fiscal res. to indiv.'s      | (.31) | .14   | .08   | -.28  | .27   | [.16]  | (.47) | .11   | .05   | (.45) | -.01 | [.48] |
| 24. skill development            | *.66  | .01   | .18   | .08   | .16   | [.51]  | *.58  | .13   | -.19  | .11   | .08  | [.35] |
| 26. Services for senior citizens | *.61  | .12   | (.48) | -.15  | .05   | [.56]  | *.53  | .14   | -.21  | (.49) | .15  | [.51] |
| 31. partic.'s self expression    | *.56  | .07   | .31   | .12   | .06   | [.54]  | *.58  | .13   | .12   | .00   | .15  | [.54] |
| 33. equipment to partic.'s       | .27   | .27   | .08   | -.01  | (.33) | [.16]  | (.38) | .02   | (.35) | .24   | .08  | [.48] |
| 34. services for teens           | *.67  | .28   | .15   | .00   | -.16  | [.40]  | (.48) | *.64  | .07   | .08   | -.03 | [.56] |
| 36. com. morale & unity          | *.54  | .12   | (.51) | .12   | -.13  | [.58]  | *.60  | .02   | -.02  | .11   | .24  | [.46] |
| 41. mental/physical health       | *.56  | -.24  | .28   | (.33) | -.01  | [.45]  | *.68  | .02   | -.06  | .10   | .11  | [.44] |
| 42. cult./ethnic population      | *.69  | .18   | .07   | .25   | -.03  | [.60]  | *.73  | .19   | -.14  | .00   | -.03 | [.45] |
| 44. environmental education      | *.63  | -.05  | .11   | (.42) | .10   | [.46]  | *.56  | .05   | .18   | -.15  | .16  | [.40] |
| 50. intellectual growth          | *.53  | .08   | .23   | .15   | .07   | [.57]  | *.78  | .02   | .00   | .04   | .17  | [.50] |
| 52. services for adults          | *.65  | .06   | .17   | .16   | .21   | [.45]  | *.48  | (.41) | -.23  | (.37) | .11  | [.54] |
| 56. dir. establish rec. prog.    | *.44  | .27   | .02   | .36   | .02   | [.49]  | *.54  | (.32) | .18   | .03   | -.01 | [.37] |

|                                |       |      |       |       |        |       |       |      |       |      |       |       |
|--------------------------------|-------|------|-------|-------|--------|-------|-------|------|-------|------|-------|-------|
| II. SUPPORT                    |       |      |       |       |        |       |       |      |       |      |       |       |
| B. STRATEGIC PLANNING          |       |      |       |       |        |       |       |      |       |      |       |       |
| b. Adaptational                |       |      |       |       |        |       |       |      |       |      |       |       |
| 6. new rev. to dec. tax. subs. | .20   | *.46 | .06   | .10   | (-.31) | [.30] | .16   | *.56 | .11   | -.20 | .03   | [.23] |
| 9. est. parks/open space       | .10   | *.60 | .00   | .01   | .17    | [.37] | .14   | *.55 | (.36) | .23  | .05   | [.48] |
| 11. inv. citizens in planning  | .04   | *.68 | .11   | .26   | -.04   | [.42] | .09   | *.59 | -.15  | -.05 | .09   | [.37] |
| 16. new rev.-exist. services   | (.37) | *.47 | -.13  | .23   | -.13   | [.43] | (.32) | *.45 | .04   | .29  | .02   | [.51] |
| 19. services for children      | .31   | *.66 | .09   | -.11  | .18    | [.42] | .18   | *.65 | .05   | .29  | .01   | [.15] |
| 22. assess trends              | .21   | *.44 | .28   | .23   | (.31)  | [.58] | .21   | *.45 | (.32) | -.20 | .29   | [.53] |
| 29. adeq. fut. land supply     | .03   | *.56 | .19   | -.02  | -.04   | [.34] | -.16  | *.66 | .00   | .22  | .27   | [.38] |
| 51. nonfisc. res. to groups    | .15   | *.50 | .06   | .15   | (.30)  | [.39] | .16   | *.65 | .16   | .18  | -.09  | [.45] |
| 53. dev. short range plans     | .13   | *.51 | (.40) | .06   | .01    | [.47] | .00   | *.53 | .11   | -.10 | (.44) | [.31] |
| 55. new rev.-expand serv.      | .29   | *.48 | .12   | (.39) | .14    | [.60] | -.16  | .14  | *.44  | -.04 | .14   | [.37] |

|                              |      |       |      |       |       |       |      |       |       |       |      |       |
|------------------------------|------|-------|------|-------|-------|-------|------|-------|-------|-------|------|-------|
| c. Planning                  |      |       |      |       |       |       |      |       |       |       |      |       |
| 15. dev. long range plans    | -.15 | (.39) | *.56 | .16   | .18   | [.27] | -.25 | .16   | *.66  | .18   | -.09 | [.26] |
| 39. assess community needs   | .27  | (.32) | *.69 | .05   | .02   | [.58] | .24  | (.31) | (.38) | (.32) | .21  | [.32] |
| 46. com. agency philosophy   | .29  | .02   | *.73 | (.31) | .13   | [.59] | .18  | .14   | (.40) | .00   | *.44 | [.47] |
| 47. maint. parks-opt. stand. | .24  | -.04  | *.46 | -.07  | (.35) | [.34] | .11  | .19   | .29   | .22   | .14  | [.35] |
| 57. prom. empl./prof. rights | .15  | .00   | *.71 | .20   | .11   | [.45] | *.17 | .09   | *.47  | .20   | .17  | [.51] |

Table 4.3 (Con't)

## "BASE" INSTRUMENT (57 ITEMS) -

## FACTOR ANALYSIS (5 FACTORS)

| GOAL GROUPING/Goal Statement       | What is<br>FACTORS |      |       |             |             | REL           | What should be<br>FACTORS |             |       |              |             | REL           |
|------------------------------------|--------------------|------|-------|-------------|-------------|---------------|---------------------------|-------------|-------|--------------|-------------|---------------|
|                                    | 1                  | 2    | 3     | 4           | 5           |               | 1                         | 2           | 3     | 4            | 5           |               |
| <b>C. MANAGEMENT</b>               |                    |      |       |             |             |               |                           |             |       |              |             |               |
| <b>d. Motivational</b>             |                    |      |       |             |             |               |                           |             |       |              |             |               |
| 3. use volunteers effectively      | (.34)              | .06  | .05   | <b>*.40</b> | .03         | [.28]         | .14                       | .05         | (.31) | <b>*.42</b>  | .17         | [.20]         |
| 5. beautify the community          | .20                | .07  | -.12  | (.39)       | .10         | [.25]         | .28                       | -.12        | .02   | .11          | <b>*.51</b> | <b>[.42]</b>  |
| 8. inv. staff in planning          | .20                | .06  | (.34) | <b>*.64</b> | .08         | <b>[.54]</b>  | .17                       | .01         | .10   | <b>*.49</b>  | (.31)       | <b>[.41]</b>  |
| 12. enh. staff role clarity        | (.40)              | .29  | (.43) | (.45)       | -.18        | <b>[.63]</b>  | (.34)                     | .17         | .05   | (.37)        | .01         | <b>[.40]</b>  |
| 18. family unity                   | .23                | .03  | .06   | <b>*.50</b> | .02         | <b>[.36]</b>  | (.31)                     | .00         | .07   | (.33)        | .29         | <b>[.41]</b>  |
| 21. dev. staff loyalty/pride       | .18                | .19  | .12   | <b>*.67</b> | .17         | <b>[.51]</b>  | .02                       | .02         | (.36) | <b>*.60</b>  | .14         | <b>[.40]</b>  |
| 30. effective staff delegation     | (.34)              | .26  | .19   | <b>*.44</b> | -.08        | <b>[.53]</b>  | .09                       | <b>*.43</b> | -.05  | <b>*.57</b>  | -.11        | <b>[.37]</b>  |
| 35. edeq. staff compensation       | .00                | .29  | .14   | (.38)       | -.06        | <b>[.32]</b>  | .00                       | .01         | .02   | <b>*.60</b>  | .01         | <b>[.42]</b>  |
| 49. promote staff trust/harm.      | .10                | .01  | (.41) | <b>*.67</b> | .19         | <b>[.52]</b>  | .18                       | .02         | .21   | <b>*.75</b>  | .23         | <b>[.50]</b>  |
| 54. higher qual. services          | .08                | -.23 | .14   | (-.31)      | .14         | [.10]         | (.43)                     | .28         | (.43) | <b>[.19]</b> | .19         | <b>[.30]</b>  |
| <b>e. Positional</b>               |                    |      |       |             |             |               |                           |             |       |              |             |               |
| 17. est. performance standard      | -.06               | .26  | .31   | .18         | <b>*.41</b> | <b>[.35]</b>  | -.17                      | .16         | .03   | (.30)        | <b>*.56</b> | <b>[.60]</b>  |
| 25. favorable polit. appraisal     | (-.36)             | .21  | -.18  | -.36        | (.39)       | <b>[-.11]</b> | <b>[-.27]</b>             | .05         | .25   | (.30)        | <b>*.46</b> | <b>[-.28]</b> |
| 27. promote good citizenship       | .14                | .16  | (.38) | .16         | (.39)       | <b>[.46]</b>  | .24                       | .17         | (.39) | .26          | <b>*.48</b> | <b>[.34]</b>  |
| 28. new effc./effect. meas.        | -.07               | .26  | .23   | .15         | <b>*.45</b> | <b>[.33]</b>  | .04                       | .11         | .15   | -.09         | .27         | <b>[.54]</b>  |
| 32. fav. apprais.-other agencies   | .00                | .09  | .16   | -.02        | <b>*.66</b> | [.25]         | .07                       | .00         | .19   | (.31)        | (.32)       | <b>[.70]</b>  |
| 37. evaluate agency operat.'s      | -.05               | .13  | (.48) | .24         | <b>*.54</b> | <b>[.48]</b>  | .04                       | -.11        | (.33) | .29          | (.36)       | <b>[.42]</b>  |
| 40. secure sen. gov't grants       | .00                | .06  | -.29  | .05         | .18         | <b>[-.02]</b> | -.03                      | -.04        | .27   | (.32)        | .19         | <b>[-.12]</b> |
| 43. attr. new clients              | -.09               | .04  | -.10  | .15         | (.36)       | [.08]         | .21                       | .14         | .04   | -.01         | (.38)       | <b>[.61]</b>  |
| 45. rec. fair of share-tax \$      | .26                | .08  | (.39) | -.05        | <b>*.40</b> | [.13]         | .08                       | (.41)       | .25   | (.42)        | (.44)       | <b>[.25]</b>  |
| 48. dir. est. rec. facilities      | .12                | -.01 | .02   | -.03        | <b>*.61</b> | <b>[.20]</b>  | .18                       | .13         | -.19  | <b>*.52</b>  | (.34)       | <b>[.26]</b>  |
| Eigenvalue                         | 12.5               | 4.03 | 3.5   | 3.1         | 2.6         |               | 11.3                      | 4.7         | 3.7   | 2.9          | 2.6         |               |
| % of Variance Explained            | 22.0               | 7.1  | 6.1   | 5.5         | 4.5         |               | 19.8                      | 8.2         | 6.5   | 5.0          | 4.5         |               |
| Cumulative % of Variance Explained | 22.0               | 29.1 | 35.2  | 40.7        | 45.2        |               | 19.8                      | 28.0        | 34.5  | 39.5         | 44.0        |               |
| Varimax converged in               | 15 iterations      |      |       |             |             |               | 10 iterations             |             |       |              |             |               |

**Codes**

\* - goal item's highest (predominant) reasonably discreet Factor loading greater than .40

() - goal item's other Factor loadings greater than .30

[] - Item-Total Correlation

Bold Type -  $r > .30$ 

Rel. - Reliability



inter-correlations. The sixteen factor solution extracted at higher iteration levels (57 - *what is* - and 42 - *what should be*) indicated that there was more than one dimension captured in the instrument's domain. This solution represented 77 % of the instrument's goal-item variance. Factor solutions with factor extraction limits between six factors and sixteen factors did not produce sufficient predominant (highest) item-factor loadings ( $> .40$ ) to delineate a statistically significant observed factor structure among the instrument's goal-items. Factor extraction limits between two and four factors represented less than 40% of the instrument's goal-item variance.

The five factor solution produced the most favorable structuring of the instrument's goal-item content. Of the various factor solutions, it produced the greatest number of item factor loadings of greater than or equal to .40 that were reasonably discrete to one factor while accounting for 45% of the instrument's goal-item variance. The majority of items had their highest *significant* factor loading on a particular component ( $> .40$ ) within at least one dual rating scale. The goal structure content of the five factor solution, in turn, reasonably approximated the goal groupings of the study's theoretical organizational goal model in both a statistically *significant* and theoretically meaningful fashion. The five factor solution was established as having the *best fit* representation of the Goal Survey's predominant goal-item behavior.

Utilizing the decision criterion that a goal-item with a reasonably discrete factor loading of .40 or greater on one component, in either of the dual rating scales, the item was considered a *significant* item. If such an item's factor loading was greater than .30 (*acceptable*) on the same component within the other rating scale, it was retained. On this basis, 45 of the *base* instrument's items were kept in the

*revised* version of the *base* instrument within a five factor solution representing the five theoretical goal groupings of the study's organizational goal model.

The retained goal-items had Corrected-Item Correlation co-efficients greater than .30 in at least one of the two rating scales, with the majority having this value or greater in both. Items with Item-Total Correlation co-efficients less than .40 in either rating scale supported the factor analysis criteria to delete them in the instrument revision process. As well, nine of the items with no *significant* intercorrelation co-efficients did not exhibit *significant* ( $> .40$ ) factors loadings that permitted them to be assigned to a factor within the five factor solutions and; therefore, supported their deletion in the *revised* instrument. The other three items deleted based on the five factor solution results were not discrete in the item intercorrelations and; therefore, deleted because they did not contribute in a unique fashion to the instrument beyond the factorially derived goal structure.

#### **The Revised Instrument's Reliability And Validity**

The *revised* instrument, containing 45 goal statements, was subjected to repeated reliability and construct validity procedures as well as discriminatory power analyses and an assessment of its factorially derived goal structure's reliability between the study's dual rating scales. These statistical procedures were conducted on the data from the Goal Survey, having a sample population of 116 people.

#### **Reliability**

The internal consistency of the *revised* instrument was tested using the Cronbach's Alpha procedure.

#### **FINDINGS**

The Cronbach's Alphas, computed for the *what is (Current)* and *what should be (Future)* scales of the *revised* instrument's forty-five goal-items, were .92 and .91 respectively - similar to the Alpha values derived for the *base* instrument.

The Alpha values calculated for the *what is* and *what should be* scales, based on a structuring of the goal-items within the five factorially derived subscales (goal groupings), were .76 and .77 respectively. The Alphas computed for each of the five labelled subscales (factors) were as follows: Factor 1 (*Services Provided*) - .90/.89; Factor 2 (*Adaptational*) - .81/.80; Factor 3 (*Planning*) - .78/.54; Factor 4 (*Motivational*) - .75/.72 and Factor 5 (*Positional*) - .68/.74, in the *what is* and *what should be* scales respectively.

Corrected Item-Total Correlations (See Table 4.4, pg. 79) were greater than the study's decision criterion of .30 for 44 of the 45 items in at least one rating scale. The majority had *significant* correlation co-efficient values greater than .30 in both scales. One item (3. - *utilize volunteers effectively*) had a *acceptable* correlation co-efficient (.27) in only one of the scales.

#### DISCUSSION

The overall *significant* internal consistency of the instrument's content in either rating scale was not affected by the reduction of items in the *revised* (45 items) instrument (.92 and .91) compared to the *base* (57 items) instrument (.92). It was, however, lower (.76 - *what is* and .77 - *what should be*) when the goal-items were factorially structured and the Alpha value was computed using the summed scores of the five factorial components (goal groupings). This finding indicates that the goal-items have a *significant* internal consistency in relation to measuring one domain (observed organizational goal phenomena) and *acceptable* when they are structured to reflect five different goal components of a domain, since the goal-items exhibited inter-factor correlations beyond their predominant (highest) alignment (>.40) with one factorial goal grouping.

The Alphas derived for each of the five components decline in value in the order that the factors (subscales) were extracted within the five factor solution. This feature reflects that the goal-items within each sequentially extracted factor were intercorrelated with the prior components extracted and, therefore, sequentially lower Alpha values were inherent in the instrument's goal-items' predominant structural alignment.

The Corrected Item-Total Correlations were *significant* ( $> .30$ ) for each item within at least one dual rating scale, while having at least an *acceptable* ( $> .25 < .30$ ) correlation within the same component on the other rating scale, as such, all of the *revised* instrument's items (45) met the dual rating scale decision criteria to retain them.

#### Correlation Matrices

Correlation Matrices for the *revised* instrument's *what is* and *what should be* scales were produced using the Pearson Product-Moment correlation procedure applied to the *base* instrument, as previously described. This procedure was utilized as a preliminary step towards examining the construct validity through factor analyses.

#### FINDINGS

The *what is* and *what should be* correlation matrices (See Appendices iv, pg. 187 and v, pg. 190) for the study's *revised* instrument identify clusters of *significant* item inter-correlations ( $r > .29$  at  $p = .001$ ) among items within their assigned components of the *revised* instrument's five factorially derived goal structure components. Some goal-items also have some *significant* inter-correlation with items external to their assigned components, and some have some *no significant* item intercorrelation co-efficients within these clusters.



## DISCUSSION

The findings of the *revised* instrument's correlation matrices support the establishment of a five factor solution (instrument's goal structure) as representative of its predominant goal-item inter-correlations within the Goal Survey data. The goal-items of each Factor, within the two rating scales, generally exhibit a cluster of *significant* inter-correlation co-efficient values with other items within their factor in comparison to those items assigned to other factors. These values, generally in the range of .29 to .45, demonstrate a meaningful, but not a large, magnitude of goal-items' variance is accounted for by their factorial alignment. These values indicate that only 8 to 20% of the variance between two goal-item that have been correlated within this co-efficient value range, is common to both. Consequently, the instrument's goal (factor) structure must be considered as representative of *predominant* (highest), rather than *discrete* (large), goal-item relationships within the instrument's factorially derived goal structure.

### Construct Validity

The construct validity of the *revised* instrument was tested using the Factor Analysis procedures.

## FINDINGS

The five factor solution derived (See Table 4.4, pg. 79) for the *revised* instrument produced the following item factor correlation results:

- all items had their predominant (highest) *significant* factor loading equal to or greater than .40 within their assigned factor for at least one of the rating scales;
- thirty-six items had their predominant *significant* factor loadings ( $> .40$ ) within their assigned factor for both rating scales;

Table 4.4

## "REVISED" INSTRUMENT (45 ITEMS) -

## FACTOR ANALYSIS (5 FACTORS)

| GOAL GROUPING/Goal Statement        |                              | What is<br>FACTORS |       |       |       |       | What should be<br>FACTORS |       |       |       |        |       |       |
|-------------------------------------|------------------------------|--------------------|-------|-------|-------|-------|---------------------------|-------|-------|-------|--------|-------|-------|
|                                     |                              | 1                  | 2     | 3     | 4     | 5     | Rel.                      | 1     | 2     | 3     | 4      | 5     | Rel.  |
| <b>I. OUTPUT (CATEGORY)</b>         |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| <b>A. SERVICES PROVIDED (FOCUS)</b> |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| <b>a. Services Provided (Type)</b>  |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| 2.                                  | leisure counseling           | *.60               | -.12  | -.14  | .28   | .24   | [.37]                     | *.54  | -.19  | (.34) | -.08   | .16   | [.37] |
| 7.                                  | com. culture & heritage      | *.64               | (.35) | .10   | .15   | .00   | [.60]                     | *.56  | .20   | -.15  | .24    | .12   | [.45] |
| 10.                                 | special need populations     | *.52               | .17   | .23   | -.13  | (.35) | [.47]                     | .11   | .00   | .13   | *.74   | .07   | [.37] |
| 14.                                 | partic's personal goals      | *.69               | .22   | (.33) | -.11  | .10   | [.58]                     | *.62  | .19   | .04   | .26    | .10   | [.56] |
| 24.                                 | skill development            | *.68               | .00   | .16   | .16   | .12   | [.52]                     | *.62  | .06   | -.11  | .11    | -.11  | [.31] |
| 26.                                 | services for senior citizens | *.63               | .06   | (.30) | -.07  | -.03  | [.53]                     | *.49  | .12   | -.16  | (.45)  | .15   | [.49] |
| 31.                                 | partic's self expression     | *.51               | .10   | (.38) | .18   | -.05  | [.53]                     | *.69  | .11   | .15   | .09    | .09   | [.54] |
| 34.                                 | services for teens           | *.64               | (.37) | .13   | -.05  | -.13  | [.39]                     | (.51) | *.63  | -.04  | .11    | -.03  | [.57] |
| 36.                                 | com. morale & unity          | *.55               | .17   | (.47) | .13   | -.19  | [.57]                     | *.53  | .07   | -.10  | .13    | (.39) | [.46] |
| 41.                                 | mental/physical health       | *.51               | -.04  | .14   | (.39) | -.14  | [.44]                     | *.72  | -.03  | .02   | .13    | .16   | [.47] |
| 42.                                 | cult./ethnic population      | *.65               | .28   | .07   | .24   | -.04  | [.59]                     | *.72  | .19   | -.15  | .09    | -.05  | [.43] |
| 44.                                 | environmental education      | *.61               | .06   | .11   | (.46) | -.16  | [.46]                     | *.61  | -.01  | .24   | -.05   | .15   | [.44] |
| 50.                                 | intellectual growth          | *.55               | .23   | .21   | (.33) | -.21  | [.55]                     | *.73  | .02   | .04   | .07    | .15   | [.49] |
| 52.                                 | services for adults          | *.59               | .10   | .18   | .27   | .13   | [.58]                     | *.48  | (.43) | -.22  | (.41)  | .14   | [.54] |
| 56.                                 | dir. establish rec. prog.    | *.44               | .28   | .04   | .26   | -.05  | [.48]                     | *.56  | .28   | .17   | .04    | -.02  | [.51] |
| <b>II. SUPPORT</b>                  |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| <b>B. STRATEGIC PLANNING</b>        |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| <b>b. Adaptational</b>              |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| 6.                                  | new rev. dec. tax. subs.     | .12                | *.57  | .00   | .12   | -.27  | [.30]                     | .21   | *.59  | -.11  | -.19   | .04   | [.27] |
| 9.                                  | est. parks/open space        | .08                | *.58  | .03   | -.04  | .23   | [.36]                     | .11   | *.59  | -.11  | -.19   | .04   | [.49] |
| 11.                                 | inv. citizens in planning    | .07                | *.55  | .21   | .10   | .19   | [.44]                     | .13   | *.53  | .19   | -.03   | .11   | [.41] |
| 16.                                 | new rev.-exist. services     | (.35)              | *.51  | -.19  | .28   | -.15  | (.37)                     | *.41  | .15   | .26   | -.11   | .50   | [.50] |
| 19.                                 | services for children        | (.30)              | *.68  | -.07  | -.16  | .24   | [.42]                     | .20   | *.61  | .08   | (.35)  | -.03  | [.51] |
| 22.                                 | assess trends                | .23                | *.40  | (.33) | .14   | (.36) | [.56]                     | .21   | *.46  | (.32) | -.18   | (.32) | [.54] |
| 29.                                 | adeq. fut. land supply       | -.05               | *.59  | (.37) | -.12  | -.08  | [.32]                     | -.14  | *.70  | .16   | .16    | .21   | [.38] |
| 51.                                 | nonfisc. res. to groups      | .18                | *.45  | -.05  | .09   | (.44) | [.40]                     | .13   | *.65  | .17   | .24    | -.14  | [.45] |
| 53.                                 | dev. short range plans       | .00                | *.53  | (.41) | .21   | .04   | [.47]                     | -.02  | *.57  | -.06  | -.06   | (.48) | [.35] |
| 55.                                 | new rev.-expand serv.        | .23                | *.55  | .17   | (.31) | .21   | [.62]                     | .21   | .16   | *.54  | .04    | .09   | [.32] |
| <b>c. Planning</b>                  |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| 15.                                 | dev. long range plans        | -.25               | (.38) | *.48  | -.12  | .21   | [.31]                     | .21   | (.35) | *.44  | -.18   | .16   | [.25] |
| 39.                                 | assess community needs       | .17                | (.42) | *.58  | .19   | .02   | [.61]                     | (.32) | .28   | *.40  | (-.35) | .06   | [.34] |
| 46.                                 | com. agency philosophy       | .22                | .03   | *.75  | .03   | .12   | [.60]                     | .26   | .14   | (.40) | .07    | *.43  | [.50] |
| 47.                                 | maint. parks-opt. stand.     | .18                | .00   | *.58  | -.10  | (.36) | [.36]                     | .08   | .22   | (.37) | .22    | .15   | [.37] |
| 57.                                 | prom. empl./prof. rights     | .02                | .14   | *.73  | .22   | .04   | [.21]                     | .21   | .06   | *.41  | .26    | .23   | [.50] |
| <b>C. MANAGEMENT</b>                |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| <b>d. Motivational</b>              |                              |                    |       |       |       |       |                           |       |       |       |        |       |       |
| 3.                                  | use volunteers effectively   | .00                | .01   | -.06  | *.44  | .12   | [.27]                     | .12   | .06   | -.21  | *.43   | .12   | [.19] |
| 5.                                  | beautify the community       | .25                | -.08  | .06   | *.41  | .14   | [.26]                     | .22   | .10   | .00   | .17    | *.55  | [.41] |
| 8.                                  | inv. staff in planning       | .22                | .01   | (.41) | *.55  | .12   | [.54]                     | .15   | .02   | .16   | *.42   | .29   | [.39] |
| 18.                                 | family unity                 | (.3)               | -.05  | .10   | *.42  | .02   | [.25]                     | .28   | .06   | .05   | *.47   | .24   | [.40] |
| 21.                                 | dev. staff loyalty/pride     | .16                | .15   | .15   | *.65  | .10   | [.50]                     | .00   | .00   | (.42) | *.58   | .11   | [.39] |
| 30.                                 | effective staff delegation   | .29                | (.30) | -.17  | *.49  | -.08  | [.54]                     | .06   | (.48) | .13   | *.54   | -.04  | [.44] |
| 35.                                 | edeq. staff compensation     | .06                | .29   | .00   | *.41  | .07   | [.33]                     | .03   | .10   | .03   | *.70   | -.06  | [.26] |
| 49.                                 | promote staff trust/harm.    | .06                | -.02  | (.46) | *.69  | .12   | [.52]                     | .17   | -.04  | (.34) | *.65   | .22   | [.49] |

Table 4.4 (Con't)

## "REVISED" INSTRUMENT (45 ITEMS)

## FACTOR ANALYSIS (5 FACTORS)

| GOAL GROUPING/Goal Statement |                            | What is<br>FACTORS |      |       |        |             | What should be<br>FACTORS |               |      |       |             |             |              |
|------------------------------|----------------------------|--------------------|------|-------|--------|-------------|---------------------------|---------------|------|-------|-------------|-------------|--------------|
|                              |                            | 1                  | 2    | 3     | 4      | 5           | Rel.                      | 1             | 2    | 3     | 4           | 5           | Rel.         |
| e. Positional                |                            |                    |      |       |        |             |                           |               |      |       |             |             |              |
| 17.                          | est. performance stand     | -.09               | .19  | .25   | .25    | <b>*.42</b> | <b>[.34]</b>              | -.14          | .07  | .11   | .31         | <b>*.65</b> | <b>[.26]</b> |
| 25.                          | favorable polit. appraisal | (.37)              | .25  | .01   | (-.34) | <b>*.46</b> | <b>[.12]</b>              | -.24          | .05  | .21   | .21         | <b>*.55</b> | <b>[.30]</b> |
| 28.                          | new effc./effects meas.    | -.03               | .20  | (.35) | .02    | <b>*.46</b> | <b>[.33]</b>              | .06           | .10  | .00   | -.03        | <b>*.58</b> | <b>[.27]</b> |
| 32.                          | fav. apprais.-other agenc. | .07                | .05  | .12   | -.01   | <b>*.67</b> | <b>[.27]</b>              | -.08          | -.03 | .08   | .28         | (.32)       | <b>[.32]</b> |
| 37.                          | evaluate agency operat.    | .00                | .01  | (.54) | .22    | <b>*.64</b> | <b>[.48]</b>              | .05           | -.17 | (.36) | .22         | <b>*.42</b> | <b>[.33]</b> |
| 43.                          | attr. new clients          | -.12               | .21  | -.25  | .15    | (.37)       | <b>[.09]</b>              | .07           | .22  | .13   | .05         | <b>*.43</b> | <b>[.35]</b> |
| 48.                          | dir. est. rec. facilities  | .17                | -.20 | .06   | .05    | <b>*.62</b> | <b>[.18]</b>              | .14           | .02  | .08   | <b>*.63</b> | (.38)       | <b>[.34]</b> |
| Eigenvalue                   |                            | 10.8               | 3.7  | 3.1   | 2.7    | 2.0         |                           | 9.47          | 4.4  | 3.0   | 2.5         | 2.2         |              |
| % of Variance Explained      |                            | 24.0               | 8.2  | 6.9   | 6.0    | 4.5         |                           | 21.0          | 9.8  | 6.7   | 5.5         | 4.9         |              |
| Cumulative %                 |                            | 24.0               | 32.2 | 39.1  | 45.1   | 49.6        |                           | 21.0          | 30.9 | 37.6  | 43.0        | 47.9        |              |
| Varimax Converged in         |                            | 15 iterations      |      |       |        |             |                           | 10 iterations |      |       |             |             |              |

Codes

\* - goal item's highest (predominant), reasonably discreet Factor loading greater than .40

() - goal item's other high (&gt; .30) factor loadings

Rel. = Reliability

[.] - Item-Total Correlation

Bold Type  $r > .30$

six items (32, 34, 38 and 43, 47 and 48) had their predominant *significant* factor loading ( $> .40$ ) within their assigned factor in the *what is* rating scale, complemented by a *significant* ( $> .40$ ) or *acceptable* ( $> .30$ ) factor loading that was neither their highest nor a discrete factor loading within the same factor on the *what should be* scale; and

three items (5, 10 and 55) changed their predominant factor loading (*significant* ( $> .40$ ) or *acceptable* ( $> .30$ )), from their assigned factor to another between the *what is* and the *what should be* rating scales.

The *what is* factor solution converged in fifteen iterations, which accounted for 49.6% (with factor 1 representing 24.0%) of the variance in items. The *what should be* factor solution converged in ten iterations, which accounted for 47.9% (with factor 1 representing 21.0) of the variance in items.

#### DISCUSSION

The factor solutions' *significant* ( $> .40$ ) factor correlation co-efficients range from .40 to .74, with most being around .50 (+ or - 0.10). These values indicate that most goal-items, within their predominant (highest) factorial alignment, have *significant* correlations which account for only twenty-five percent (+ or - 9%) of their variance. The balance of their item variance can be attributed to empirical relationships with other factors within the instrument's goal (*factor*) structure and/or a percentage of item variance not accounted for (50%) by the five factor solution. This finding demonstrates that the instrument's factor structure is limited to representing only the predominant goal-item statistical behavior within the observed data. Nevertheless, within each of the five factors there is sufficient empirical evidence, by way of goal-items' predominant correlations, to support the labels assigned to each factor as representing the organizational goal model's five goal



groupings. This determination is supported by the item intercorrelation clusters noted in the correlation matrices of the *revised* instrument.

There are some correlation results that, while they detract from the establishment of a *clean* instrument, provide meaningful insights into the complexity of organizational goals. Some goal-items did not factorially align very discretely. For example, the goal-item 15 (*develop long range plans*) had a *significant* predominant (.48/.44) loading on Factor 3 (*Planning*) and also had a *acceptable* predominant (.38/.35) loading on Factor 2 - (*Adaptational*) within both rating scales (*what is* and *what should be*). This feature among some goal-items indicates they may be related to more than one goal grouping of the instrument's goal structure. For the example provided, it can be interpreted that it may be observed (*what is*) and/or perceived (*what should be*) both as an inherent organizational management imperative related to the effective and efficient future use of its scarce resources (*Planning*) and as a means for organizations to address its requirement to adjust to a changing environment (*Adaptational*). The above finding reflects the difficulty in classifying some goals which may be interpreted as representing different goal activity orientations.

A few goal-items changed their predominant correlation with a factor between the two rating scales. For example, goal-item 5 (*beautify the community*) had its predominant loading with Factor 4 (*Motivational*) in the *what is* rating scale (.41) and with Factor 5 (*Positional*) in the *what should be* scale (.55). This rating scale feature factorial shift indicates that some goal-items may be related to different goal groupings of the instrument's goal structure depending on the respondents' time frame perspective. For the example provided, it can be interpreted that it may be observed (*what is*) as a means to create community pride among citizens in their community (*Motivational*), while it may be perceived (*what should be*) as an

organizational means to strategically address a community concern, thereby enhancing the organization's ability to obtain external support for its operations and access to resources (*Positional*). This finding reflects the difficulty in classifying some goals in relation to respondents' time frame perspective of goal-items as a goal activity (*what is*) versus a goal intention (*what should be*).

The very nature of organizational goals may preclude the instrument's ability to discretely measure goal-item behavior. Consequently, goal survey methodologies/instruments measuring predominant *significant* empirical goal-item behavior may present the best means to explore organizational goals.

#### **Discriminatory Power**

The *revised* instrument's discriminatory power to depict significant differences among and between goal importance response sets was examined using T-Tests and Analysis of Variance procedures. Detailed substantive analyses of results from these procedures are covered later in the Chapter under the heading **Goal Survey Analysis**, while the following deals primarily with the statistical power of the instrument's to depict differences between study variables.

#### **FINDINGS**

The survey population's sum of means for the *what should be* (217) was higher than that of the *what is* rating scale (179) (See Table 4.8, pg. 97). This inter-rating Discriminatory Power scale shift resulted in a *significant* T-value of +17.2 ( $p=0.000$ ) for a paired T-Test of these two response set means. Paired T-Tests results between respondent groups' *what is* and *what should be* response set means likewise produced *significant* T-values ranging from +13.9 (Junior Management) to +20.7 (Recreation Consultants) (Table 4.8, pg. 97). Paired T-Tests for each goal statement's dual rating (*what is* and *what should be*) resulted in *significant* T-values,

ranging from +2.10 to +15.36 ( $p=0.01$ ), for all goal-items except goal-item 3 (See Table 4.6, pg. 94). The paired T-Test procedure also produced *significant* T-values, ranging from +13.81 to +18.22 ( $p=0.000$ ), for all goal groupings' sum of means between their *what is* and *what should be* response set means.

Paired T-Tests among goal-items relative to their rank order within each of the dual rating scales indicated that among the top ten goal-items, a ranking difference of five created *significant* T-values ( $p=0.000$ ). Among the middle 25 ranked goals, a ranking difference of twelve was generally needed to create a *significant* T-value and, among the bottom ten ranked items, a rank difference of one was sufficient to produce a *significant* T-value. The paired T-Test procedure produced *significant* T-values, ranging from +3.0 to +43.04 ( $p=0.000$ ), for the rank order of the five Goal Type groupings in the two rating scales.

The Analysis of Variance procedure results indicated that a few *significant* differences for the Goal Type grouping response set means existed between the different Goal Survey respondent groups (See Table 4.12, pg. 115 and 4.13, pg. 116). It produced several *significant* Student-Newman-Keuls correlations ranging from 1.99 to 2.61 ( $p=0.05$ ). Follow-up paired T-Tests between respondent groups' response set means for goal Type groupings provided further details on the direction and T-value *significance* ( $p=0.01$  and  $0.05$ ) of these goal group importance rating differences.

#### DISCUSSION

The dual rating scale discriminatory power results indicated that respondents generally perceived (*what should be*) that all the instrument's goal statements should have more attention (importance) than what the respondents observed (*Current*) them to be receiving within the municipal recreation setting. This higher aspiration level was not applied equally to all goal statements or goal groupings; thus, the instrument



did discriminate between different degrees of importance ratings for the goal statements/groupings of the respondents' *what is* and *what should be* response sets. This dual rating permits a meaningful examination of each goal-item's goal congruency between the *what is* and *what should be* scales. It also provided evidence that the respondents' goal activity observations (*what is*) were differentiated from their goal preferences (*what should be*). It is, therefore, with some confidence that the observation is made that survey participants, by way of their dual ratings, served both as *informants* who provided current observations (*what is*) on their organization's goal activity and as *participants* who provided their individual preferences of what the goals of their organization should be (*what should be*), in terms of goal importance intensity ratings (Gross, 1968:520).

The instrument's goal-item rank order discriminatory power results indicated that the goal statements were reacted to differently by the respondents, thereby providing discriminate rank orders within and rank order differences between the dual rating scales. As one would expect, the top and bottom ten are more discrete in their rank order, while the middle ranked goal statements are very close in their relative levels of importance. These findings indicate the existence of a hierarchy of goal-items as both goal observations and goal preferences within the observed organizational goal phenomena. A similar analysis of the goal groupings also indicates statistically significant differences in their rank order. These findings suggest that the revised instrument's expected goal provides statistically significant differences to discriminate the relative importance of its goal-items and goal groupings.

The Analysis of Variance of the goal grouping means among the various respondent groups indicated that the instrument facilitated significant measures of



differences between respondent groups. This finding suggests that both observed goal importance consensus and/or differences among respondent groups were empirically meaningful, and theoretically meaningful in terms of the organizational goal model classification scheme.

#### Goal Structure Content

The *revised* instrument's factorial analysis procedure empirically supports the five factor solution as a reasonable approximation (goal structure) of the predominant goal-item interrelationships within the Goal Survey data. A subjective review of the *revised* instrument's goal statement content and further factor analyses were conducted to assess its factorially derived goal structure's relationship based on the study's Goal Survey application, to the study's theoretical organizational goal model.

#### FINDINGS

A three factor solution (See Appendix vi, pg. 193) provides statistical evidence that the five factor solution components and their assigned goal-items, align themselves systematically into three components. For the most part, the five factor solution's Factor 1 items clustered as Factor 1, Factors 2 and 3's items as Factor 2 and Factor 4 and 5's items as Factor 3 in the three factor solution. In similar fashion, the three factor solution's Factor 1's items cluster as Factor 1, and Factor 2 and 3's items cluster as Factor 2 in the two factor solution (See Appendix vi, pg. 193).

The *what is* three factor solution converged in eight iterations, which accounted for 39.1% (with factor 1 representing 24.0%) of the instrument's variance in items. The *what should be* three factor solution converged in three iterations, which accounted for 37.6% (with factor 1 representing 21.0%) of the instrument's variance in items. The *what is* two factor solution converged in nine iterations,

which accounted for 32.2% (with factor one representing 24%) of the instrument's variance in items. The *what should be* two factor solution converged in three iterations, which accounted for 30.9% (with factor 1 representing 21.0%) of the instrument's variance in items.

The instrument's goal statements are presented in a structural fashion in Table 4.5, based on the factorial alignment results of the five, three and two factor solutions, into five Goal *Type*, three Goal *Focus* and two Goal *Category* groupings.

### DISCUSSION

A subjective review of the goal-items' content, as structured in the five factor solution, supports the labelling of the derived factors with the five Goal *Type* groupings of the study's theoretical organizational goal model (See Table 4.5, next page).

Factor 1 contains *Services Provided* goal statements relate to the creation of services, products and desired outcomes that a municipal recreation service provides to its environment (Edginton, 1978(b):8). Of the fifteen *Services Provided* goals, ten goals items (2, 10, 24, 26, 34, 42, 44, 50, 52 and 56) can be interpreted as representing the *provision of direct services* (programs for teen, adults and ethnic populations, etc.) and five goals (7, 14, 31, 36 and 41) as the *desired outcomes* resulting from people's participation in municipal recreation services (*community morale, cultural heritage, mental health and achievement of personal goals*). The former items seem to reflect the *Direct Service* or *orientation to programs* and the latter to the *Participant Expressive* or *orientation to people* sub-classifications for the *Output* goal sub-classifications developed by Gross and Grambsch (1968:13) and Witt et al. (1979:42) respectively in their organizational goal studies.

Table 4.5

REVISED GOAL SURVEY INSTRUMENT -  
ORGANIZATIONAL GOAL STRUCTURE

|                                             |                    |                                                        |
|---------------------------------------------|--------------------|--------------------------------------------------------|
| <b>I</b>                                    |                    | <b>OUTPUT (GOAL CATEGORY)</b>                          |
| <b>A. SERVICES PROVIDED (GOAL FOCUS)</b>    |                    | <b>a. Services Provided (Goal Type)</b>                |
| 1                                           | 2)                 | Provide leisure counseling                             |
| 2                                           | 7)                 | Enhance cultural heritage                              |
| 3                                           | 10)                | Provide services to special need populations           |
| 4                                           | 14)                | Help participants achieve their personal goals         |
| 5                                           | 24)                | Equip people with skills necessary for participation   |
| 6                                           | 26)                | Provide services to senior citizens                    |
| 7                                           | 31)                | Meet self expression needs of individuals              |
| 8                                           | 34)                | Provide services for teens                             |
| 9                                           | 36)                | Promote community moral and unity                      |
| 10                                          | 41)                | Promote general mental and physical health             |
| 11                                          | 42)                | To provide services to cultural ethnic populations     |
| 12                                          | 44)                | Provide environmental education                        |
| 13                                          | 50)                | Promote intellectual growth                            |
| 14                                          | 52)                | Provide services for adults                            |
| 15                                          | 56)                | Directly establish programs                            |
| <b>II</b>                                   |                    | <b>SUPPORT (GOAL CATEGORY)</b>                         |
| <b>B. STRATEGICAL PLANNING (GOAL FOCUS)</b> |                    | <b>b. Adaptational (Goal Type)</b>                     |
| 1                                           | 6)                 | Develop revenue sources to lower tax subsidies         |
| 2                                           | 9)                 | Establish parks and open spaces                        |
| 3                                           | 11)                | Involve citizens in planning processes                 |
| 4                                           | 16)                | Secure new revenues to support existing programs       |
| 5                                           | 19)                | Provide services for children                          |
| 6                                           | 22)                | Assess social, cultural and economic trends            |
| 7                                           | 29)                | Ensure adequate future land supply                     |
| 8                                           | 51)                | Provide non-financial assistance to groups             |
| 9                                           | 53)                | Develop short range plans                              |
| 10                                          | 55)                | Develop new revenue sources to expand services         |
|                                             |                    | <b>c. Planning (Goal Type)</b>                         |
| 1                                           | 15)                | Develop long range plans                               |
| 2                                           | 39)                | Continually assess community needs                     |
| 3                                           | 46)                | Communicate agency philosophy to community groups      |
| 4                                           | 47)                | Maintain facilities and parks to optimal standards     |
| 5                                           | 57)                | Protect employee labor/professional rights             |
|                                             |                    | <b>C. MANAGEMENT (GOAL FOCUS)</b>                      |
|                                             |                    | <b>d. Motivational (Goal Type)</b>                     |
| 1                                           | 3)                 | Utilize volunteers effectively                         |
| 2                                           | 5)                 | Beautify the community                                 |
| 3                                           | 8)                 | Involve staff in planning processes                    |
| 4                                           | 18)                | Foster family unity                                    |
| 5                                           | 21)                | Improve employee motivation by developing loyalty      |
| 6                                           | 30)                | Staff delegation for effective management              |
| 7                                           | 35)                | Provide adequate employee compensation                 |
| 8                                           | 49)                | Promote employee trust and harmony                     |
|                                             |                    | <b>e. Positional (Goal Type)</b>                       |
| 1                                           | 17)                | Establish employee performance standards               |
| 2                                           | 25)                | Ensure favorable political appraisal                   |
| 3                                           | 28)                | Explore new efficiency/effectiveness measures          |
| 4                                           | 32)                | Ensure favorable appraisal of agency by other agencies |
| 5                                           | 37)                | Evaluate agency operations                             |
| 6                                           | 43)                | Attract new clients to gain citizen support            |
| 7                                           | 48)                | Directly establish facilities to meet local needs      |
| 45                                          | <b>TOTAL ITEMS</b> |                                                        |



Factor 2 contains *Adaptational* goal statements that relate to an organization's attempt to relate and/or adjust to its environment (Edginton, 1978(b):8). Of the ten *Adaptational* Goals, four goals (6, 16, 51 and 55) items can be interpreted as *reactive* to fiscal constraints faced by municipal recreation services (*develop alternate revenue sources*) and five goals (9, 11, 22, 29 and 53) as *proactive* in preparing for the future (*planning processes, adequate land supply, parks development*). Item 19 (*provide services to children*) would seem to be an Output goal. However, its possible interpretation by survey respondents as an organizational response to a prevalent social concern regarding a troubled segment of society could be the rationale used to explain its empirical relationship to Factor 2 (*Adaptational*) goal-items.

Factor 3 contains *Planning* goal statements that relate to an organization's attempt to establish directions for the focused allocation of scarce resources in response to identified needs (Edginton, 1978(b):8). Of the five *Planning* Goals, three goals (15, 29 and 46) can be interpreted as planning for *effectiveness* in organizational responses to changing external demands for municipal recreation services (*long range planning, assess community needs and communicate agency philosophy*) and two goals (47 and 57) as planning for internal *efficiency* through the maintenance and development of existing human (*protect labor/professional rights*) and facility resources (*optimal maintenance standards*).

Factor 4 contains *Motivational* Goal statements that relate to instilling a high degree of satisfaction among internal members and constituents toward the organization (Edginton, 1978(b):8). Of the eight *Motivational* Goals, six goals (3, 8, 21, 30, 35 and 49) can be interpreted as *internally focused* on developing and maintaining organizational members' loyalty and satisfaction (*promote employee motivation, compensation, trust and harmony*) and two goals (5 and 18) as *externally*



*focused* on instilling satisfaction with the organization by its constituents (*beautify the community and family unity*).

Factor 5 contains *Positional* Goals that relate to maintaining and/or improving the position of the organization to obtain favorable external approvals and resource allocations. Of the seven *Positional* Goals, three goals (25, 32 and 43) can be interpreted as attempts to obtain favorable *external appraisals* (*political, other agencies, citizen support*) and three goals (17, 28 and 37) as attempts to establish and conduct *internal appraisals* (*employee performance standards, evaluate operations, efficiency/effectiveness measures*) of the organization. Item 48 (*directly established facilities to meet local needs*) would seem to be an *Output* goal. However, its possible interpretation by survey respondents as a means for the organization to generate public support, by creating physical structure services that are visible to the public, could be the rationale used to explain its empirical relationship to Factor 5 (*Positional*) goals.

The 3 and 2 factor solutions (Appendix vi, pg. 193) statistically support the establishment of a goal structure comprised of a hierarchial order of Goal *Type*, *Focus* and *Category* groupings (See Figure 4.1 below). The *Services Provided* Goals remain factorially discrete as *Services Provided Type* and *Focus* and the *OUTPUT* Goal *Category* groupings within Factor 1 of the five, three and two factor solutions. The *Adaptational and Planning Type* goals cluster as Factor 2 (a *STRATEGIC PLANNING* Goal *Focus* group) and the *Motivational* and *Positional Type* goals cluster as Factor 2 (a *MANAGEMENT* Goal *Focus* group) in the three factor solution. The *STRATEGIC PLANNING* and *MANAGEMENT* Goal *Focus* groups cluster as Factor 2 (*SUPPORT* Goal *Category* group) in the two factor solution with Factor 1 representing the *OUTPUT* Goal *Category* group.

Figure 4.1

REVISED INSTRUMENT'S EXPECTED GOAL MODEL

| GOAL<br>TYPE GROUPINGS          | GOAL<br>FOCUS GROUPINGS           | GOAL<br>CATEGORY<br>GROUPINGS |
|---------------------------------|-----------------------------------|-------------------------------|
| a. <i>Service Provided</i> (15) | A. <i>SERVICES PROVIDED</i> (15)  | I <i>OUTPUT</i> (15)          |
| b. <i>Adaptational</i> (10)     | B. <i>STRATEGIC PLANNING</i> (15) | II <i>SUPPORT</i> (30)        |
| c. <i>Planning</i> (5)          |                                   |                               |
| d. <i>Motivational</i> (8)      | C. <i>MANAGEMENT</i> (15)         |                               |
| e. <i>Positional</i> (7)        |                                   |                               |

**Codes:** ( ) Number of goal-items assigned to the components within the five factor solution for *revised* instrument's 45 goal-items.

The magnitude of these structured relationships is not a powerful one, nevertheless there is sufficient statistically *significant* evidence for exploratory purposes to examine the Goal Survey data using the organizational goal model's hierarchical goal structure. This finding permits the use of factorially supported terms of the *revised* instrument's *expected goal model* to interpret the Goal Survey's findings using a concise goal classification scheme rather than the instrument's multiple item content.

**Goal Structure Reliability**

The reliability of the *revised* instrument's factorially derived *expected goal model's* (goal structure) representation of the *what is* and *what should be* rating scales' item intercorrelations was assessed using the LISERAL program.

## FINDINGS

The LISERAL program's Estimates of Maximum Likelihood results generally ranged between .31 and .79 (within both rating scales), representing an individual goal-item's empirical relationship to the instrument's *expected goal model's* five factorially derived components. Its Goodness of Fit Index value was 0.58 representing the *expected goal model's* degree of fit with both the *what is* and *what should be* rating scales data.

## DISCUSSION

The resulting LISERAL Estimates of Maximum Likelihood confirm the factor analysis findings that the *expected goal model's* research utility is limited to accounting for a goal-item's predominant (highest) *significant* variance in both rating scales rather than accounting for a large magnitude of its variance. The G.F.I. value confirms the limitations of the instrument's factorially derived goal structure in representing the instrument's total goal-item variance in the observed data of both rating scales. The LISERAL results demonstrate, with an *acceptable* degree of reliability, that the *expected goal model* empirically measures the Goal Survey data in a consistent manner between both rating scales within its limitation to account for the predominant *significant* measures of goal item variance.

## THE GOAL SURVEY ANALYSIS

The following tables, presentation of results and discussion of findings are based on the procedures used to analyse the data of the Goal Survey, which had a sample population of 116 respondents comprised of the following respondent sub-groups: 1) Recreation Students, which is also a survey sub-population (43); 2) Senior Management (31); 3) Junior Management (23) and 4) Provincial Recreation Consultants (19), with the latter three (3) groups representing a major sub-population labelled Recreation Professionals (73). The Goal Survey findings are organized under

the headings **Rank Order/ Dual Rating of Goal Statements, Rank Order/Dual Rating of Goal Groupings, and Goal Grouping Importance Differences among Respondent Groups.**

#### **Rank Order/Dual Rating Of Goal Statements**

The five point Likert-type rating scale permitted the respondents to provide their goal importance ratings within a dual rating scheme, as both goal observations (*what is*) and goal preferences (*what should be*). Their intensity rating measurements facilitated the analyses of both the survey population's and its sub-populations'/sub-groups' collective rank ordering and dual rating of importance for the instrument's goal-items.

#### **Rank Order/Dual Rating of Goal Importance**

Table 4.6 (pg. 94) and Table 4.7 (pg. 96) provide the rank order, means and standard deviations for the survey population's overall ratings of importance for each goal statement within the *what is* and *what should be* rating scales. Table 4.6 also presents *significant* T-values ( $p=0.01$ ) for each goal-item's between the two rating scales. Table 4.8 (pg. 97) reports the overall *what is* and *what should be* goal importance response set means of the survey population and each of its respondent groups.

#### **FINDINGS**

Table 4.6 ranks the *what is* goal-items in order of importance, based on means ranging from 2.36 (Little Importance) to 3.8 (Great Importance). The standard deviations to each goal-item's mean generally range from .73 to 1.00. Table 4.8 depicts the rank order of the *what should be* goal importance response set, with means ranging from 3.22 (Medium Importance) to 4.40 (Great Importance). The goal-items standard deviations were generally equal to or less than 1.00 for each item within at least one rating scale. One *significant* negative T-value (-.39) was computed (Item 3)



Table 4.6

## OVERALL RANKING OF GOAL IMPORTANCE

## "WHAT IS" AND "WHAT SHOULD BE"

| No. | GOAL STATEMENT                                         | (Goal Grouping) | "What is" |      | "What should be" |     | Dual Rating Change |        |         |                    |
|-----|--------------------------------------------------------|-----------------|-----------|------|------------------|-----|--------------------|--------|---------|--------------------|
|     |                                                        |                 | Rk        | X    | s.d.             | Rk  | X                  | s.d.   | T-Value | C to F Rank Change |
|     |                                                        |                 |           |      |                  |     |                    |        |         |                    |
| 5.  | beautify the community                                 | (MAN/Po)        | 1.        | 3.80 | (.70)            | 5.  | 4.16               | (.67)  | *+5.2   | -4.                |
| 19. | provide services for children                          | (SP)            | 2.        | 3.70 | (.86)            | 22. | 3.57               | (.90)  | *-3.9   | #-20.              |
| 53. | develop short range plans                              | (STP/PI)        | 3.        | 3.69 | (.96)            | 2.  | 3.97               | (.61)  | *+8.7   | +1                 |
| 47. | maintain facilities & parks to optimal standards       | (STP/PI)        | 4.        | 3.64 | (.80)            | 19. | 4.37               | (.84)  | *+5.4   | -15.               |
| 52. | provide services for adults                            | (SP)            | 5.        | 3.60 | (.75)            | 30. | 3.82               | (.76)  | *+3.3   | #-25.              |
| 14. | help participants achieve their personal goals         | (SP)            | 6.        | 3.53 | (.93)            | 13. | 4.08               | (.93)  | *+6.1   | -7                 |
| 48. | directly establish facilities to meet local needs      | (MAN/Po)        | 7.        | 3.49 | (.90)            | 23. | 3.95               | (.90)  | *+5.8   | #-16.              |
| 32. | ensure favorable appraisal of agency by other agencies | (MAN/Po)        | 8.        | 3.49 | (.90)            | 28. | 3.88               | (.97)  | *+4.5   | #-20.              |
| 25. | ensure favorable political appraisal                   | (MAN/Po)        | 9.        | 3.48 | (1.00)           | 11. | 3.59               | (1.00) | -       | #-32.              |
| 3.  | utilize volunteers effectively                         | (MAN/M)         | 10.       | 3.47 | (.91)            | 4.  | 4.19               | (.94)  | *+8.0   | +6                 |
| 41. | promote general mental & physical health               | (SP)            | 11.       | 3.46 | (.84)            | 33. | 3.68               | (.87)  | *+2.8   | #-22.              |
| 9.  | establish parks and open spaces                        | (STP/A)         | 12.       | 3.45 | (.84)            | 20. | 4.02               | (.89)  | *+7.9   | -8                 |
| 15. | develop long range plans                               | (STP/PI)        | 13.       | 3.42 | (.90)            | 14. | 4.07               | (.89)  | *+7.0   | -1                 |
| 8.  | involve staff in planning processes                    | (MAN/M)         | 14.       | 3.41 | (.90)            | 1.  | 4.40               | (.70)  | *+10.7  | +13                |
| 56. | directly establish programs to meet local needs        | (SP)            | 15.       | 3.40 | (.94)            | 30. | 3.91               | (1.07) | *+5.3   | -15.               |
| 29. | ensure adequate future land supply                     | (STP/PI)        | 16.       | 3.39 | (.84)            | 11. | 4.10               | (.82)  | *+8.5   | +5                 |
| 17. | establish employee performance standards               | (MAN/Po)        | 17.       | 3.38 | (.90)            | 16. | 4.04               | (.84)  | *+8.0   | +1                 |
| 30. | staff delegation for effective management              | (MAN/M)         | 18.       | 3.35 | (.92)            | 17. | 4.04               | (.82)  | *+7.5   | +1                 |
| 28. | explore new efficiency/effectiveness measures          | (MAN/Po)        | 19.       | 3.34 | (.91)            | 8.  | 4.13               | (.78)  | *+7.9   | +11                |
| 6.  | develop revenue sources to lower tax subsidies         | (STP/A)         | 20.       | 3.28 | (.91)            | 42. | 3.49               | (.89)  | *+2.1   | #-22.              |
| 26. | provide services to senior citizens                    | (SP)            | 21.       | 3.27 | (.89)            | 25. | 3.91               | (.74)  | *+7.5   | -4                 |
| 46. | communicate agency philosophy to community groups      | (STP/PI)        | 22.       | 3.25 | (1.00)           | 12. | 4.09               | (.76)  | *+10.8  | +10                |
| 55. | develop new revenue sources to expand services         | (STP/A)         | 23.       | 3.22 | (.89)            | 7.  | 4.15               | (.83)  | *+9.0   | +16.               |
| 37. | continually evaluate agency operations                 | (MAN/Po)        | 24.       | 3.21 | (.97)            | 3.  | 4.32               | (.69)  | *+11.6  | #+21.              |
| 31. | meet self expression needs of individuals              | (SP)            | 25.       | 3.19 | (.97)            | 32. | 3.79               | (.95)  | *+7.1   | -7                 |
| 16. | secure new revenues to support existing programs       | (STP/A)         | 26.       | 3.18 | (1.03)           | 15. | 4.05               | (.89)  | *+7.4   | +9                 |
| 49. | promote employee trust and harmony                     | (MAN/M)         | 27.       | 3.12 | (.91)            | 6.  | 4.16               | (.72)  | *+12.5  | #+21.              |
| 11. | involve citizens in planning processes                 | (STP/A)         | 28.       | 3.08 | (.97)            | 9.  | 4.13               | (.70)  | *+11.4  | #+19.              |
| 51. | provide non-financial assistance to groups             | (STP/A)         | 29.       | 3.06 | (.95)            | 38. | 3.61               | (.92)  | *+7.1   | -9                 |
| 24. | equip people with skills necessary for participation   | (SP)            | 30.       | 3.05 | (.82)            | 36. | 3.64               | (.89)  | *+7.3   | -6                 |
| 57. | protect employee labor/professional rights             | (STP/PI)        | 31.       | 3.04 | (.93)            | 34. | 3.68               | (.95)  | *+7.3   | -3                 |
| 36. | promote community moral and unity                      | (SP)            | 32.       | 3.03 | (.82)            | 31. | 3.82               | (.84)  | *+10.0  | +1                 |
| 34. | provide services for teens                             | (SP)            | 33.       | 3.02 | (.79)            | 35. | 3.69               | (.85)  | *+8.0   | -2                 |
| 10. | provide services to special need populations           | (SP)            | 34.       | 3.00 | (.77)            | 26. | 3.91               | (.80)  | *+10.3  | +8                 |
| 7.  | enhance cultural heritage                              | (SP)            | 35.       | 2.99 | (.86)            | 39. | 3.61               | (.88)  | *+7.4   | -4                 |

Table 4.6 (Con't)

## OVERALL RANKING OF GOAL IMPORTANCE -

## "WHAT IS" AND "WHAT SHOULD BE"

| No. | GOAL STATEMENT                                    | (Goal Grouping) | "What is" |      |        | "What should be" |      |        | Dual Rating Change  |                    |
|-----|---------------------------------------------------|-----------------|-----------|------|--------|------------------|------|--------|---------------------|--------------------|
|     |                                                   |                 | Rk        | X    | s.d.   | Rk               | X    | s.d.   | C to F Mean T-Value | C to F Rank Change |
| 43. | attract new clients to gain citizen support       | (MAN/Po)        | 36.       | 2.97 | (.96)  | 43.              | 3.49 | (1.03) | *+6.6               | -7                 |
| 18. | foster family unity                               | (SP)            | 37.       | 2.96 | (.96)  | 29.              | 3.84 | (.93)  | *+9.4               | +8                 |
| 22. | assess social, cultural & economic trends         | (STP/A)         | 38.       | 3.91 | (.88)  | 10.              | 4.11 | (.71)  | *+11.6              | +28.               |
| 21. | improve employee motivation by developing loyalty | (MAN/M)         | 39.       | 2.90 | (.82)  | 27.              | 3.90 | (.85)  | *+10.0              | +12                |
| 35. | provide adequate employee compensation            | (MAN/M)         | 40.       | 2.87 | (.73)  | 21.              | 3.98 | (.73)  | *+12.2              | +19.               |
| 42. | provide services to cultural ethnic populations   | (SP)            | 41.       | 2.83 | (.84)  | 45.              | 3.31 | (.85)  | *-6.3               | -4                 |
| 39. | continually assess community needs                | (STP/PI)        | 42.       | 2.83 | (.97)  | 18.              | 4.03 | (.75)  | *+13.8              | +24.               |
| 50. | promote intellectual growth                       | (SP)            | 43.       | 2.69 | (.94)  | 44.              | 3.32 | (1.03) | *+7.5               | -1                 |
| 44. | provide environmental education                   | (SP)            | 44.       | 2.66 | (1.09) | 37.              | 3.64 | (.94)  | *+9.8               | +7                 |
| 2.  | provide leisure conservation                      | (SP)            | 45.       | 2.36 | (.91)  | 40.              | 3.60 | (1.00) | *+12.0              | +5                 |

Codes

Rk. - Rank Order of Goals  
 X - Response Set Mean  
 s.d. - Standard Deviation  
 \* - T-value Sig. at  $p=0.01$   
 # - Rank change between scales is  $>15$   
 C - What is (Current)  
 F - What should be (Future)

GOAL GROUPINGS

SP - SERVICES PROVIDED  
 STP - STRATEGIC PLANNING  
   / A - Adaptational  
   / PI - Planning  
 MAN - MANAGEMENT  
   / M - Motivational  
   / Po - Positional

**Table 4.7**  
**OVERALL RANK ORDER OF GOAL IMPORTANCE -**  
**"WHAT SHOULD BE"**

|     | GOAL STATEMENT                                         | (GOAL GROUPING) | RANK | MEAN |
|-----|--------------------------------------------------------|-----------------|------|------|
| 8.  | involve staff in planning processes                    | (MAN/M)         | 1.   | 4.40 |
| 53. | develop short range plans                              | (STP/PI)        | 2.   | 4.37 |
| 37. | continually evaluate agency operations                 | (MAN/Po)        | 3.   | 4.32 |
| 3.  | utilize volunteers effectively                         | (MAN/M)         | 4.   | 4.19 |
| 5.  | beautify the community                                 | (SP)            | 5.   | 4.16 |
| 49. | promote employee trust and harmony                     | (MAN/M)         | 6.   | 4.16 |
| 55. | develop new revenue sources to expand services         | (STP/A)         | 7.   | 4.15 |
| 28. | explore new efficiency/effectiveness measures          | (MAN/Po)        | 8.   | 4.13 |
| 11. | involve citizens in planning processes                 | (STP/A)         | 9.   | 4.13 |
| 22. | assess social, cultural and economic trends            | (STP/A)         | 10.  | 4.11 |
| 29. | ensure adequate future land supply                     | (STP/A)         | 11.  | 4.10 |
| 46. | communicate agency philosophy to community groups      | (STP/PI)        | 12.  | 4.09 |
| 14. | help participants achieve their personal goals         | (SP)            | 13.  | 4.08 |
| 15. | develop long range plans                               | (STP/PI)        | 14.  | 4.07 |
| 16. | secure new revenues to support existing programs       | (MAN/M)         | 15.  | 4.05 |
| 17. | establish employee performance standards               | (MAN/Po)        | 16.  | 4.04 |
| 30. | staff delegation for effective management              | (MAN/M)         | 17.  | 4.40 |
| 39. | continually assess community needs                     | (STP/PI)        | 18.  | 4.03 |
| 47. | maintain facilities and parks to optimal standards     | (STP/PI)        | 19.  | 4.02 |
| 9.  | establish parks and open spaces                        | (STP/A)         | 20.  | 4.02 |
| 35. | provide adequate employee compensation                 | (MAN/M)         | 21.  | 3.98 |
| 19. | provide services for children                          | (SP)            | 22.  | 3.97 |
| 48. | directly establish facilities to meet local needs      | (MAN/Po)        | 23.  | 3.95 |
| 56. | directly establish programs to meet local needs        | (SP)            | 24.  | 3.91 |
| 26. | provide services to senior citizens                    | (SP)            | 25.  | 3.91 |
| 10. | provide services to special need populations           | (SP)            | 26.  | 3.90 |
| 21. | improve employee motivation by developing loyalty      | (MAN/M)         | 27.  | 3.90 |
| 32. | ensure favorable appraisal of agency by other agencies | (MAN/Po)        | 28.  | 3.88 |
| 18. | foster family unity                                    | (SP)            | 29.  | 3.84 |
| 52. | provide services for adults                            | (SP)            | 30.  | 3.84 |
| 36. | promote community moral and unity                      | (SP)            | 31.  | 3.82 |
| 31. | meet self expression needs of individuals              | (SP)            | 32.  |      |
| 41. | promote general mental and physical health             | (SP)            | 33.  | 3.68 |
| 57. | protect employee labor/professional rights             | (MAN/M)         | 34.  | 3.68 |
| 34. | provide services for teens                             | (SP)            | 35.  | 3.68 |
| 24. | equip people with skills necessary for participation   | (SP)            | 36.  | 3.64 |
| 44. | provide environmental education                        | (SP)            | 37.  | 3.64 |
| 51. | provide non-financial assistance to groups             | (STP/A)         | 38.  | 3.61 |
| 7.  | enhance cultural heritage                              | (SP)            | 39.  | 3.61 |
| 2.  | provide leisure counseling                             | (SP)            | 40.  | 3.59 |
| 25. | ensure favorable political appraisal                   | (MAN/Po)        | 41.  | 3.50 |
| 6.  | develop revenue sources to lower tax subsidies         | (STP/A)         | 42.  | 3.49 |
| 43. | attract new clients to gain citizen support            | (MAN/Po)        | 43.  | 3.32 |
| 50. | promote intellectual growth                            | (SP)            | 44.  | 3.31 |
| 42. | to provide services to cultural ethnic populations     | (SP)            | 45.  | 3.22 |

**GOAL GROUPINGS**

SP - SERVICES PROVIDED  
 STP - STRATEGIC PLANNING  
     / A - Adaptational  
     / PI - Planning  
 MAN - MANAGEMENT  
     / M - Motivational  
     / Po - Positional

Table 4.8

## "WHAT IS" VS. "WHAT SHOULD BE"

## GOAL IMPORTANCE - DIFFERENCES AMONG RESPONDENT GROUPS

| GOAL<br>IMPORTANCE<br>RATING SCALE | OVERALL |      | PROFES-<br>SIONAL<br>(2,3&4) |      | 1<br>Recreation<br>Students |       | 2<br>Senior<br>Manage-<br>ment |      | 3<br>Junior<br>Manage-<br>ment |       | 4<br>Provincial<br>Consul-<br>tants |      |
|------------------------------------|---------|------|------------------------------|------|-----------------------------|-------|--------------------------------|------|--------------------------------|-------|-------------------------------------|------|
|                                    | x       | s.d. | x                            | s.d. | x                           | s.d.  | x                              | s.d. | x                              | s.d.  | x                                   | s.d. |
| "What is"<br>(Current)             | 179     | (25) | 180                          | (21) | 179                         | (31)  | 187                            | (18) | 186                            | (15)  | 162                                 | (20) |
| "What should be"<br>(Future)       | 217     | (23) | 214                          | (23) | 223                         | (21)  | 218                            | (19) | 214                            | (27)  | 208                                 | (26) |
| Current to Future<br>Difference    | +38     | (-2) | +34                          | (+2) | +44                         | (-10) | +31                            | (+1) | +28                            | (+12) | +46                                 | (+6) |
| T-value                            | +17.2   |      | 15.3                         |      | +19.8                       |       | +13.9                          |      | +12.6                          |       | +20.7                               |      |

CodesT-value significant  $p = 0.000$



and one (Item 25) had *no significant* T-value while the rest of the goal-items, had *significant* positive T-values, (ranging from +2.8 to +12.5) between the *what is* and *what should be* scales. Table 4.6 also notes each goal-item's dual rating rank order changes, which range from -32 to +28 from the *what is* to the *what should be* scales.

Table 4.8 (pg. 97) indicates the sum of means for the survey population was 179 for the *what is* goal importance response set, with the sub-population response set means ranging from a high of 187 (Senior Management) to a low of 162 (Provincial Consultants). The *what should be* survey population's sum of means was 217, with the respondent group means ranging from a high of 223 (Recreation Students) to a low of 208 (Provincial Consultants). The change between the sum of means of the survey population's dual rating response sets (*what is* to *what should be*) was +38. The greatest change among the sub-populations was +46 (Provincial Consultants) and the least was +28 (Junior Management). These total rating scale shifts were *significant* at  $p = 0.000$ , with T-values ranging from +12.6 (Junior Management) to 20.7 (Recreation Consultants) with the survey population's being +17.2.

The standard deviation to the survey population's total *what is* rating scale sum of means was 25; the highest among the respondent groups was 31 (Recreation Students) and the lowest was 18 (Senior Management). The survey population's total *what should be* rating scale mean was 23; the highest was 27 (Junior Management) and the lowest among the respondent groups was 19 (Senior Management). The change in the survey population's dual rating response scales' standard deviations was -2. The greatest positive change among the sub-populations was +12 (Junior Management), the greatest negative change was -10 (Students) and the least amount of change was +1 (Senior Management).

## DISCUSSION

The goal-item rank order results provide specificity to the statistically *significant* differences in goal-item importance ratings of the population's goal observations (*what is*) and goal preferences (*what should be*). The goal-items' rank order is *significant* in both scales (T-values,  $p=0.000$ ), as observed in rank differences of five for the top ten items, twelve for the middle twenty-five, and one for the bottom ten goal-items. All items except two, realized a *significant* increase in their rating of importance from the survey population's *what is* to *what should be* response set (T-values,  $p=0.01$ ). The goal-item 3 *Provide services for children* realized a *significant* decrease, while goal-item 25 *ensure favorable political appraisal* had *no significant* change between the *what is* and *what should be* rating response scales.

The survey population's goal preferences (*what should be*) were generally greater in importance than its goal observations (*what is*) regarding the organizational attention a goal-item received in municipal recreation services setting. This generally higher aspiration level is evident in the survey population's *significantly* higher mean (217) for the *what should be* compared to the mean (179) of the *what is* rating scale (See Table 4.8). However, Table 4.6 indicates that goal-items' increased importance between the dual rating scales (T-values,  $p=0.01$ ) is discrete to each goal-item. The goal-items are also discriminately ranked within both rating scales (T-values,  $p=0.000$ ).

The dual rating findings indicate that higher goal preferences were not incrementally and/or universally applied to each goal-item between the two rating scales but, rather, were differentially rated in terms of goal importance intensity. The goal-items' rank order within each of the two rating scales is *significantly* different to each other, notwithstanding the general dual rating goal importance increase among

most goal-items as previously cited. The goal statement 3 *Provide services for children* is noteworthy since it is the only one to show a decrease between the dual rating scales. This result reflects the survey population's decreased in perceived importance (*Future*) for a dominant traditional focus of municipal recreation attention (*Current*).

The standard deviations found in Table 4.8 (pg. 97) indicate that there were similar consensus levels for the *what is* and *what should be* response sets of the survey population (s.d. change, 25-23 = +2) the Recreation Professional sub-population (s.d., 21-23 = -2), and Senior Management sub-group (s.d. change, 18-19 = -1). The Recreation Student sub-group realized the greatest positive shift (s.d. change, 31-21 = +10), while Junior Management had the greatest negative shift (s.d. change, 15-27 = -12) between their dual rating scale consensus levels. Table 4.8 results also indicate that the Recreation Student group exhibited less intra-group consensus (s.d. = 31) for its *what is* goal observations than did all other respondent sub-groups, including its counterpart major sub-population - Recreation Professionals (s.d. = 21). The Recreation Student group's level of consensus was greater for its *what should be* goal preferences (s.d. = 21) than its *what is* goal observations. In reverse fashion to the Recreation Student groups, the Junior Management group had a lower consensus level for its *what should be* goal preferences (s.d. = 27) than its *what is* goal observations (s.d. = 15). Junior Management exhibited the lowest consensus level (s.d. = 27) for *what should be* goal preferences compared to the other sub-groups except Provincial Recreation Consultants (s.d. = 26). These findings suggest that survey respondents who worked directly in municipal recreation services settings (Senior and Junior Management) exhibited higher intra-group (*what is*) goal importance rating consensus than those who did not (Recreation Students and Recreation Consultants). On the opposite (*what should be*) scale, Recreation Students



(s.d. = 21) and Senior Management (s.d., 19) displayed higher intra-group consensus than did the Junior Management group (s.d., 27), the Recreation Consultant group (s.d. = 26) and the survey population (s.d. = 23).

The differences noted in respondent groups' *what is* and *what should be* response set means indicate that the dual rating increase of Provincial Consultants (+46) and Recreation Students (+44) were higher, while Senior Management (+31) and Junior Management (+28) were lower than the survey population's (+38). These findings indicate that dual rating congruency was greater for those respondents who worked directly in municipal recreation services setting compared to those who studied or provided consulting services to municipal recreation administration. These findings also suggest that those respondents who (*internal*) performed administrative functions within municipal recreation service agencies (Senior and Junior Management) appeared to desire (*Future*) fewer changes in observed (*Current*) goal importance than those who (*external*) merely worked with (Recreation Consultants) and those who were involved in studying (Recreation Students) recreation and leisure studies.

A review of the dual ratings (Table 4.8, pg. 97) indicates that Senior Management's and Junior Management's dual rating (*Current* and *Future*) response set means are more similar than all other survey population sub-groupings. Their *what is* means (187 - Senior Management and 186 - Junior Management) are similar and higher than Recreation Consultants (162), Recreation Students (179) and the survey population's (179). Their *what should be* means (218 - Senior Management and 214 - Junior Management) are also similar and higher than Recreation Consultants (208), lower than Recreation Students (223) and similar to the survey population's (217). These findings suggest that those respondents who worked directly within (*internal*) the municipal recreation setting tended to exhibit similarities in their overall



response set mean for both rating scales compared to those who did not work directly (*external*) in municipal recreation service settings. Those respondent groups *external* to this setting did not share overall rating scale bias similarities.

### Top Ten Goals Sets

Tables 4.9 and 4.10 depict the top ten ranked goals for the survey population's and its respondent groups' *what is* and *what should be* goal importance rating response sets respectively. A goal-item's rank order in both rating scales was *significant* (T-values,  $p=0.000$ ) by a rank difference of five among the Top Ten Goals.

### FINDINGS

The rank order among the survey population's *what is* Top Ten Goals Set, presented in Table 4.9 (pg. 103), included four *Positional*, three *Services Provided*, two *Planning*, one *Motivational* and no *Adaptational Type* goals; five *MANAGEMENT*, three *SERVICES PROVIDED*, and two *STRATEGIC PLANNING*; *Focus* goals or seven *SUPPORT* and three *OUTPUT Category* goals in terms of the study's goal organizational model classification scheme.

Among the sub-populations, the Recreation Professional group's Top Ten Goals Set was similar to the survey population's. All respondent sub-groups significantly replaced two or three of the survey population's Top Ten Goals sets within their ranked order goal set. The survey population's top four ranked goals were common to all the respondent groups' Top Ten Goals Sets (item 5 *beautify the community*, item 19 *provide services to children*, item 53 *develop long range plans* and item 47 *maintain facilities and parks to optimal standards*). Three goal-items of the survey population's *what is* Top Ten Goals Set were common to its *what should be* set (within a rank difference  $< 5$  within or beyond the top 10 goals).

The Top Ten Goals Set of the survey population's *what should be* rating scale (See Table 4.10, pg. 104) three *Motivational*, three *Adaptational*, two *Positional*, 1

Table 4.9

**TOP TEN "WHAT IS" GOALS SET -  
DIFFERENCES AMONG RESPONDENT GROUPS**

| GOAL STATEMENT                                             | (GOAL GROUPING) | OVERALL       |             | PROFESSIONALS |               |                 |      | OVERALL |      |
|------------------------------------------------------------|-----------------|---------------|-------------|---------------|---------------|-----------------|------|---------|------|
|                                                            |                 | 1) REC. STUD. | 2) Sr. Man. | 3) Jr. Man.   | 4) Prov. Con. | PROF. should be | TOT. | What    | "be" |
| 5. beautify the community                                  | (SP)            | 1             | 4           | 3             | 3             | 3               | 2    | 5       |      |
| 19. provide services for children                          | (SP)            | 2             | 9           | 4             | 2             | 2               | 1    | *22     |      |
| 53. develop short range plans                              | (STP/PI)        | 3             | 1           | 1             | 9             | 15              | 4    | 2       |      |
| 47. maintain facilities & parks to optimal standards       | (STP/PI)        | 4             | 5           | 15            | 5             | 4               | 6    | *19     |      |
| 52. provide services for adults                            | (SP)            | 5             | 2           | 14            | 6             | *16             | 10   | *30     |      |
| 14. help participants achieve their personal goals         | (MAN/Po)        | 6             | *30         | *25           | 1             | *19             | 11   | *13     |      |
| 48. directly establish facilities to meet local needs      | (MAN/Po)        | 7             | 7           | *20           | 12            | 5               | 15   | *23     |      |
| 32. ensure favorable appraisal of agency by other agencies | (MAN/Po)        | 8             | *16         | *16           | 4             | 10              | 8    | *28     |      |
| 25. ensure favorable political appraisal                   | (MAN/Po)        | 9             | *22         | 2             | *16           | 6               | 5    | *41     |      |
| 3. Utilize volunteers effectively                          | (MAN/M)         | 10            | 11          | 11            | *23           | 8               | 14   | 4       |      |

**Codes**

Prof. - Professional Staff (Respondent Groups 2, 3 and 4)  
 Rec. Stud. - Recreation Students  
 Jr. Man. - Junior Management  
 Sr. Man. - Senior Management  
 Prov. Con. - Provincial Consultant  
 \* Rank difference > beyond the top ten is greater than 5

**GOAL GROUPINGS**

SP - SERVICES PROVIDED  
 STP - STRATEGIC PLANNING  
 / PI - Planning  
 / A - Adaptational  
 MAN - MANAGEMENT  
 / M - Motivational  
 / Po - Positional

**Table 4.10**  
**TOP TEN "WHAT SHOULD BE" GOALS SET -**  
**DIFFERENCES AMONG RESPONDENT GROUPS**

| GOAL STATEMENT                                     | (GOAL GROUPING) | OVERALL       |             |             |               | OVERALL    |           |
|----------------------------------------------------|-----------------|---------------|-------------|-------------|---------------|------------|-----------|
|                                                    |                 | 1) REC. STUD. | 2) Sr. Man. | 3) Jr. Man. | 4) Prov. Con. | PROF. TOT. | "What is" |
| 8. involve staff in planning processes             | (MAN/M)         | 1             | 1           | 1           | 4             | 11         | 2         |
| 53. develop short range plans                      | (STP)           | 2             | 5           | 3           | 2             | 4          | 1         |
| 37. continually evaluate agency operations         | (MAN/Po)        | 3             | 3           | 2           | *18           | 6          | 4         |
| 3. utilize volunteers effectively                  | (Man/M)         | 4             | *26         | 5           | 7             | 2          | 3         |
| 5. beautify the community                          | (SP)            | 5             | 9           | *16         | 10            | 9          | 11        |
| 49. promote employee trust and harmony             | (MAN/M)         | 6             | 10          | 7           | *22           | 15         | 12        |
| 55. develop new revenue sources to expand services | (STP/A)         | 7             | 4           | *26         | 5             | 13         | *17       |
| 28. explore new efficiency/effectiveness measures  | (MAN/Po)        | 8             | 12          | 14          | 9             | *21        | 13        |
| 11. involve citizens in planning processes         | (STP/A)         | 9             | *24         | 8           | *19           | 3          | 7         |
| 22. assess social, cultural & economic trends      | (STP/A)         | 10            | *17         | 13          | 12            | 8          | 10        |

**Codes**

Prof. - Professional Staff (Respondent Groups 2, 3 and 4)  
 Rec. Stud. - Recreation Students  
 Jr. Man. - Junior Management  
 Sr. Man. - Senior Management  
 Prov. Con. - Provincial Consultant  
 \* Rank difference > beyond the top ten is greater than 5

**GOAL GROUPINGS**

SP - SERVICES PROVIDED  
 STP - STRATEGIC PLANNING  
 / PI - Planning  
 / A - Adaptational  
 MAN - MANAGEMENT  
 / M - Motivational  
 / Po - Positional

*Planning*, and one *Services Provided Type* goals; or as five *MANAGEMENT*, four *STRATEGIC PLANNING*, and one *SERVICES PROVIDED Focus* Goals; or nine *SUPPORT* and 1 *OUTPUT Category* goals. Among the respondent groups, the Recreation Professional sub-population and Recreation Consultant sub-group realized one significant goal-item change, while the other respondent groups varied in their Top Ten Goals Sets with replacements for two to three goal-items compared to the survey population's. The survey population's top two ranked goal were common in all respondent groups' Top Ten Goals Sets (item 8 *involve staff in planning processes* and item 53 *develop short range plans*). Five goal-items of the survey population's *what should be* were common to its *what is* set (within a rank difference of  $< 5$  within or beyond the top 10 goals).

#### DISCUSSION

A review of the *what is* Top Ten Goals Set indicates the survey population observed greater importance being attributed to *SUPPORT* over *OUTPUT Category* goals and *MANAGEMENT* over both *SERVICES PROVIDED* and *STRATEGIC PLANNING Focus* goals.

Senior Management retained the survey population's Top Ten Goals Set's *MANAGEMENT Goal Focus* but with different *Positional Type* goals, and replaced the survey population's one *SERVICES PROVIDED Focus* goal with another *MANAGEMENT Focus/Positional Type* goal. Recreation Consultants replaced the survey population's two *SERVICES PROVIDED* with one *MANAGEMENT* and one *STRATEGIC PLANNING Focus* goal within their Top Ten Goals Set. Recreation Students replaced the survey population's two *MANAGEMENT* and one *SERVICES PROVIDED* with three *SERVICES PROVIDED Focus* goals. Junior Management replaced two *MANAGEMENT* with two *STRATEGIC PLANNING Focus* goals. These findings indicate that compared to the survey population's *what is* Top Ten Goals Set,



the Senior Management group observed even more organizational attention (importance) to *MANAGEMENT*, the Recreation Student group to *SERVICES PROVIDED* and the Junior Management group to *STRATEGIC PLANNING Focus* goal importance within municipal recreation service settings. Overall, the Recreation Professional sub-population observed that municipal recreation service agencies paid more attention to *SUPPORT* than to *OUTPUT Category* goals than did their counterparts - Recreation Students.

The *what should be* Top Ten Goals Set of the survey population indicate its preference for greater goal importance given to *SUPPORT* over *OUTPUT category* goals; and a hierarchical rank order of *MANAGEMENT*, *STRATEGIC PLANNING*, and *SERVICES PROVIDED Focus* goals.

Senior Management replaced the survey population's Top Ten Goals Set's only *SERVICE PROVIDED* and a *STRATEGIC PLANNING Focus* goal with two *STRATEGIC PLANNING Focus* goals. The Recreation Student group replaced three *SUPPORT* with three *OUTPUT Category* goals. Junior Management and Recreation Consultants replaced *MANAGEMENT* with *STRATEGIC PLANNING Focus* goals. These findings indicate that compared to the survey population's *what should be* Top Ten Goals Set, the Recreation Professionals (Senior Management, Junior Management and Recreation Consultants) had goal preferences (*what should be*) that were more *STRATEGIC PLANNING* oriented, while the Recreation Students were more *SERVICES PROVIDED* oriented. The survey population's *what should be SUPPORT Category* goal importance emphasis was congruent with the Recreation Professionals ranked goal set but only somewhat congruent with the Recreation Students' because of the latter's *OUTPUT Category* goal preferences.

These Top Ten Goals Set findings reflect the nature of the goal observations (*what is*) and preferences (*what should be*) for those of utmost importance for the

overall population and respondent group. The use of the study's goal model classification scheme concisely summarizes major observations in this regard. However, the Top Ten Goals Sets reflect only a portion of the survey population's and respondent groups' observed goal structures. An examination all goal-items utilizing the *revised* instrument's *expected goal model's* goal groupings permits the delineation of statistical, rather than merely descriptive, insights into the goal structure orientations observed in the Goal Survey.

#### **Rank Order/Dual Rating Of goal Groupings**

Table 4.11 (pg. 108) describes the means, ranks, and standard deviations of the *what is (Current)* and *what should be (Future)* goal importance response sets for the survey population, its sub-populations and the respondent sub-groups in terms of the study's goal model classification scheme.

#### **FINDINGS**

Table 4.12 (pg. 115) establishes the survey population's goal structure for both goal importance rating scales, in terms of the study's organizational goal model's classification scheme as depicted in Figure 4.2 and as determined through the use of the *revised* instrument's *expected goal model*.

Table 4.11

**"WHAT IS" AND "WHAT SHOULD BE" RANKING OF GOAL GROUPINGS -  
DIFFERENCES AMONG RESPONDENT GROUPS**

| GOAL GROUPING<br>(No. of Items) | A & L RECREATION STUDENTS |             |                      |             | B. RECREATION PROFESSIONALS |             |               |             | OVERALL     |             |             |             |
|---------------------------------|---------------------------|-------------|----------------------|-------------|-----------------------------|-------------|---------------|-------------|-------------|-------------|-------------|-------------|
|                                 | 1. Senior Management      |             | 3. Junior Management |             | 4. Provincial Consultant    |             | Total (2,3&4) |             |             |             |             |             |
|                                 | Cur.                      | Fut.        | Cur.                 | Fut.        | Cur.                        | Fut.        | Cur.          | Fut.        | Cur.        | Fut.        | Cur.        | Fut.        |
| <b>Goal Types</b>               | Rk.                       | x s.d.      | Rk.                  | x s.d.      | Rk.                         | x s.d.      | Rk.           | x s.d.      | Rk.         | x s.d.      | Rk.         | x s.d.      |
| <b>a. Services</b>              |                           |             |                      |             |                             |             |               |             |             |             |             |             |
| Provided(15)                    | 2* 3.3 (1.1)              | 1 4.0 (.8)  | 5 3.0 (.6)           | 5 3.6 (.6)  | 5 3.2 (.4)                  | 5 3.6 (.8)  | 5* 2.8 (.8)   | 5 3.6 (1.1) | 5 3.0 (.6)  | 5 3.7 (.8)  | 5 3.1 (.9)  | 5 3.8 (.8)  |
| b. Adaptational(10)             | 4* 3.1 (.6)               | 2 3.9 (.6)  | 4 3.4 (.4)           | 4* 4.0 (.4) | 1 4.1 (.3)                  | 2* 3.0 (.5) | 4* 3.8 (.5)   | 3* 3.3 (.5) | 2* 4.0 (.4) | 3 3.2 (.5)  | 3* 4.0 (.5) | 3 3.2 (.5)  |
| c. Planning(5)                  | 1* 3.3 (.4)               | 4 3.5 (.2)  | 3* 4.1 (.5)          | 1 4.2 (.3)  | 3 3.3 (.2)                  | 2* 4.0 (.2) | 4* 2.8 (.2)   | 2 3.9 (.3)  | 2* 3.3 (.4) | 4 3.6 (.3)  | 2* 3.3 (.4) | 2* 4.0 (.2) |
| d. Motivational(8)              | 5 3.1 (.4)                | 5 3.4 (.3)  | 2* 4.1 (.3)          | 2 4.1 (.3)  | 4 3.1 (.2)                  | 3* 4.0 (.4) | 3 2.9 (.4)    | 1 4.0 (.2)  | 4 3.1 (.3)  | 3 3.8 (.2)  | 4 3.1 (.3)  | 1 4.1 (.3)  |
| e. Positional(7)                | 3 3.2 (.5)                | 3 3.6 (.4)  | 1* 4.1 (.2)          | 3* 4.0 (.3) | 1* 3.4 (.2)                 | 4 3.9 (.4)  | 1* 3.0 (.3)   | 3* 3.8 (.3) | 1 3.4 (.3)  | 1* 4.0 (.2) | 1* 3.3 (.3) | 4 3.9 (.4)  |
| <b>Goal Focus</b>               |                           |             |                      |             |                             |             |               |             |             |             |             |             |
| <b>A. SERVICES</b>              |                           |             |                      |             |                             |             |               |             |             |             |             |             |
| PROVIDED(15)                    | 1 3.3 (1.1)               | 3* 4.0 (.8) | 3 3.0 (.6)           | 3 3.6 (.5)  | 3 3.2 (.4)                  | 3 3.6 (.8)  | 3 2.8 (.8)    | 3 3.6 (1.1) | 3 3.0 (.6)  | 3 3.7 (.8)  | 3 3.1 (.9)  | 3 3.8 (.8)  |
| <b>B. STRATEGIC</b>             |                           |             |                      |             |                             |             |               |             |             |             |             |             |
| PLANNING(15)                    | 3* 3.2 (.9)               | 2* 4.0 (.7) | 2* 3.5 (.8)          | 2* 4.1 (.6) | 2 3.3 (.5)                  | 1 4.0 (.5)  | 1 3.0 (.5)    | 2* 3.9 (.6) | 1 3.3 (.7)  | 1* 4.0 (.6) | 2* 3.3 (.7) | 2* 4.0 (.6) |
| <b>C. MANAGEMENT</b>            |                           |             |                      |             |                             |             |               |             |             |             |             |             |
| MANAGEMENT(15)                  | 2* 3.2 (.7)               | 1* 4.0 (.6) | 1* 3.5 (.5)          | 1* 4.1 (.5) | 1 3.4 (.3)                  | 2 3.9 (.7)  | 2 2.9 (.6)    | 1* 3.9 (.5) | 2 3.2 (.5)  | 2* 4.0 (.6) | 1* 3.3 (.6) | 1* 4.0 (.6) |
| <b>Goal Categories</b>          |                           |             |                      |             |                             |             |               |             |             |             |             |             |
| 1 OUTPUT(15)                    | 1 3.3 (1.1)               | 1 4.0 (.8)  | 2 3.0 (.6)           | 2 3.6 (.5)  | 2 3.2 (.4)                  | 2 3.6 (.4)  | 2 2.8 (.8)    | 2 3.6 (1.0) | 2 3.0 (.6)  | 2 3.7 (.8)  | 2 3.1 (.9)  | 2 3.8 (.8)  |
| 11 SUPPORT(30)                  | * 2 3.2 (1.3)             | 2 3.8 (1.1) | 1 3.4 (1.2)          | 1 4.1 (1.1) | 1 3.4 (.7)                  | 1 4.0 (1.3) | 1 3.0 (1.0)   | 1 3.9 (1.1) | 1 3.3 (1.2) | 1 4.0 (1.1) | 1 3.3 (1.2) | 1 3.96(1.1) |
| Respondent Group N =            | 43                        |             | 31                   |             | 23                          |             | 19            |             | 73          |             | 116         |             |

**Codes** \*Identical means ranked according in order of lowest to largest standard deviation (s.d.)

Cur. - "What is" (Current)

Fut. - "What should be" (Future)

A & B Survey Population's Sub-populations (Recreation Students and Recreation Professionals)

1, 2, 3, & 4 Survey Population's Sub-groups (Recreation Students, Senior Management, Junior Management and Recreation Consultants)

Figure 4.2

GOAL SURVEY'S OBSERVED GOAL STRUCTURE

WHAT IS SCALE

(Current)

WHAT SHOULD BE SCALE

(Future)

GOAL TYPE GROUPINGS

1. *Positional*
2. *Planning*
3. *Adaptational*
4. *Motivational*
5. *Services Provided*

1. *Planning*
2. *Motivational*
3. *Adaptational*
4. *Positional*
5. *Services Provided*

GOAL FOCUS GROUPINGS

1. *MANAGEMENT*
2. *STRATEGIC PLANNING*
3. *SERVICES PROVIDED*

1. *MANAGEMENT*
2. *STRATEGIC PLANNING*
3. *SERVICES PROVIDED*

GOAL CATEGORY GROUPINGS

1. *SUPPORT*
2. *OUTPUT*

1. *SUPPORT*
2. *OUTPUT*

For the Goal Type groupings, all Recreation Professional sub-groups ranked *Services Provided* as fifth in both rating scales, while the Recreation Student group ranked it as second in the *what is* and first in the *what should be* rating scales. The *Positional* Goal Type group was ranked first by all Professional sub-groups in the *what is* scale and low (3rd or 4th) in the *what should be* scale, while it was ranked low (3rd or 4th) in both rating scales (*Present*=3 and *Future*=4) by the Recreation Student group. Beyond these two major features, the other goal Type groupings'



ranks varied somewhat within and between respondent groups' dual rating scales as noted in Table 4.11 (pg. 108).

The ranked order Goal *Focus* grouping sets of both the survey population and Senior Management group were identical for both of its rating scales. The Junior Management group's rank order sets were identical for both its rating scales, with a higher rank for the *STRATEGIC PLANNING* (1st) than the *MANAGEMENT* (2nd) Goal *Focus* grouping compared to the survey population. The Recreation Consultant group's *what should be* Goal *Focus* groupings' rank order was the same as the survey population's, but different for its *what is* scale, with a higher rank for *STRATEGIC PLANNING* (1st) over *MANAGEMENT* (2nd) Goal *Focus* group. The Recreation Student group's *what should be* rank order for the Goal *Focus* groupings was indiscriminate as the means for each Goal *Focus* grouping were the same. This group's *what is* rank order was in the opposite order of the survey population's, with *SERVICES PROVIDED* as first (1st) and *MANAGEMENT* as third (3rd).

The ranked Goal *Category* grouping sets for the survey population and all respondent groups except the Recreation Student group were identical on both rating scales as *SUPPORT* (1st) over *OUTPUT* (2nd). The Recreation Students ranked *OUTPUT* over *SUPPORT* for goals within both rating scales.

#### DISCUSSION

The observed goal structures of the Goal survey population and its respondent groups, in terms of the instrument's *expected goal model* classification scheme, provide several levels for examination. In broad terms, the *significant rank order* difference (T-value at  $p = 0.000$ ) of the *SUPPORT* over *OUTPUT* goals within Goal *Category* response sets indicate congruency between the respondents' goal observations and goal preferences at this level of analysis. Notwithstanding the significant shifts in the *what should be* over the *what is* scales' overall response set,

and among lower levels of the *expected goal model* (Goal *Focus* and *Type* Groupings) and individual goal-items between these rating scales, there was congruency in the Recreation Professional group's greater observed (*what is*) and preferred (*what should be*) ranked order attention to *SUPPORT* goals. This finding indicates that the Recreation Professional group, did not desire (*Future*) a significant shift in the higher level of observed (*Current*) attention to those goal activities related to the organizational maintenance and survival interests of a municipal recreation service agency (*SUPPORT*). The Recreation Student group, on the other hand, was not congruent with the Recreation Professional sub-population or the survey population in this regard, with its higher goal observations and goal preferences for *OUTPUT* (over the *SUPPORT*) Goals related to a municipal recreation service agency's production of valued services to its environment.

A review of the Goal *Focus* grouping level of the instrument's *expected goal model* demonstrates the survey population's rank order congruency for a *MANAGEMENT, STRATEGIC PLANNING*, and then *SERVICES PROVIDED* oriented goal structure within both dual rating scales. The Goal *Type* grouping level of analysis, however, provides some *significant* differences among observed goal structures between the dual rating scales and between respondent groups. The survey population's goal preferences (*Future*) for municipal recreation services resulted in the *Planning* and *Motivational* Goal *Type* groups' higher rank within the *what should be* goal structure while a decreased rank was noted for the *Positional* Goal *Type* group.

The *significance* of the *what should be* rank order of the *Planning* and *Motivational* over the *Adaptational* and *Positional* Goal groups suggests that the respondents desired a shift in-attention toward goal activities which relate to the use of available existing resources (*Planning* and *Motivational*) over those which tend to reflect efforts to effectively acquire resources (*Positional* and *Adaptational*).

These Goal Type grouping findings only somewhat reflect the previous findings derived from an analysis of Top Ten Goals Sets of the survey population. The Goal Type grouping (goal structure) analysis supports the previous Top Ten Goals Set findings of the *Motivational* goals having less emphasis in the *what is* compared to the *what should be* scale. The *Services Provided* goals' presence in the *what is* Top Ten Goals Set is considerably absent, while its limited position is retained in the *what should be* Goal Type grouping analysis. The *Planning* Goal Type grouping's high rank in both rating scales is not apparent in the analysis of the Top Ten Goals Set. The *Adaptational* grouping's mid-rank was not reflected in the *what is* Top Ten Goal Set analysis. These findings suggest that the comprehensive nature of organizational goals is not entirely reflected in a review of those goals which are of utmost (Top Ten) importance.

The Senior Management group's goal structures were the same compared to the survey population's. The Junior Management group's goal structure exhibited a higher preference (*what should be*) for *STRATEGIC PLANNING* than *MANAGEMENT*, while its observed *what is* goal structure was identical to the survey population's. The Recreation Consultant group ranked *STRATEGIC PLANNING* higher in its *what is* goal structure, while its *what should be* goal structure was identical to the survey population's. The *STRATEGIC PLANNING* Goal Focus group's dominant position in the Top Ten Goal set was replaced by a mid-rank in the goal structure (grouping) analysis. These findings are perhaps related to the respondent group's primary role in the municipal recreation setting. Management's (Junior and Senior) primary role in the overall co-ordination of a municipal recreation service agency is exhibited in its goal structure's *MANAGEMENT* Goal Focus. The Recreation Consultants primary role in helping municipal recreation agencies develop and implement community recreation plans is evident in its goal structures.

*STRATEGIC PLANNING* Goal Focus. These primary role differences are evident in the goal structure differences among the Recreation Professional respondent groups. The Recreation Student group exhibited the least amount of congruency with the survey population's goal structure. It observed (*what is*) more attention being given to the *SERVICES PROVIDED* Goal Focus grouping than the survey population and the Recreation Professional respondent groups.

There was inter-respondent group consensus to the survey population's dual rating scales' rank order of the *SUPPORT* over the *OUTPUT* Goal Category grouping, except for the Recreation Students. They rated more importance to *OUTPUT* goals within both of their observed goal structures. In summary, the respondent group comparisons to the survey population found that the Recreation Student group was different in both its rating scales for both Goal Focus and Category groupings, and that the Recreation Consultants were different only in their *what is* Goal Focus. These findings suggest that those respondent groups not involved directly in municipal recreation settings rated more importance to *SERVICES PROVIDED* goal activities than those who worked within the same settings. The Recreation Students group's *OUTPUT* or *SERVICES PROVIDED* goal observations (*what is*) and preferences (*what should be*) were rated higher than those of respondent groups who work in or with municipal recreation service agencies (Recreation Professional respondents). This finding may reflect the Recreation Student group's academic focus on the purposes (*OUTPUT* Goals) of public recreation administration. The Recreation Consultant group's *STRATEGIC PLANNING* Goals were rated higher than the other Recreation Professional groups (Senior and Junior Management) perhaps because its consulting role focuses primarily on planning related matters.



### Goal Importance Differences Among Respondent Group

Tables 4.12 (pg. 115) and 4.13 (pg. 116) present the results of multiple comparisons of goal grouping response set means between respondent groups in terms of *significant* Student-Newman-Keuls correlations (S.N.K.,  $p=0.05$ ). They also note the significance of follow up T-Test Values ( $p=0.01$  or  $0.05$ ) to assess the intensity and direction of the *significant* inter-group differences.

### FINDINGS

For the *what is* goal importance rating scale, Table 4.12 depicts a numerous *significant* inter-group differences between Recreation Students and Senior Management and between Recreation Consultants and all other respondent groups. There are a several *significant* differences noted between Recreation Students and Junior Management and the Recreation Professional respondents in general. For the *what should be* goal importance rating scale, Table 4.13 depicts only *significant* differences between Recreation Students and all other respondent groups because of their higher goal importance ratings for *OUTPUT* (or *SERVICES PROVIDED*).

### DISCUSSION

A review of inter-respondent groups' goal grouping differences provides further empirical evidence that the Recreation Student group's responses were significantly lower for the *SUPPORT*, and higher for *OUTPUT Category* goals, than those of the Recreation Professional sub-population and the Senior Management and Recreation Consultant sub-groups. The Recreation Consultants rated all goal grouping response sets lower than all the other respondent groups.

These findings statistically support previously reported inter-respondent group differences based on the goal grouping (goal structure) analyses. The Recreation Student sub-population's *what is* goal structure differences compared to the Recreation Professional sub-population are *significant* relative only to its observation of greater

Table 4.12

**"WHAT IS" GOAL GROUPING IMPORTANCE -  
DIFFERENCES (S.N.K.) BETWEEN RESPONDENTS GROUPS**

| GOAL GROUPINGS                |                    | Sen.<br>Man.<br>2) | 1) STUD.to<br>Jr.<br>Man.<br>3) | Prov.<br>Con.<br>4) | 3) SEN.M. to<br>Jr.<br>Man.<br>2) | Prov.<br>Cons.<br>4) | JNR.M. To<br>Prov.<br>Cons.<br>4) | Stud.<br>to<br>Prof.<br>5) |
|-------------------------------|--------------------|--------------------|---------------------------------|---------------------|-----------------------------------|----------------------|-----------------------------------|----------------------------|
| <b>GOAL TYPE</b>              |                    |                    |                                 |                     |                                   |                      |                                   |                            |
| a.                            | Services provided  | 2.0**              | --                              | 3.3**               | --                                | 2.0*                 | 3.4**                             | 2.4*                       |
| b.                            | Adaptational       | -3.0**             | -2.7**                          | --                  | --                                | 3.0**                | 2.7**                             | -2.2*                      |
| c.                            | Planning           | --                 | --                              | -3.0**              | --                                | 2.8**                | 2.5**                             | --                         |
| d.                            | Motivational       | -2.2*              | --                              | -2.0*               | --                                | 4.0**                | 2.8**                             | --                         |
| e.                            | Positional         | -2.4*              | --                              | --                  | --                                | 4.9**                | 3.4**                             | --                         |
| <b>GOAL FOCUS</b>             |                    |                    |                                 |                     |                                   |                      |                                   |                            |
| A.                            | SERVICES PROVIDED  | 2.0*               | --                              | 3.3**               | --                                | 2.0**                | 3.4**                             | 2.4*                       |
| B.                            | STRATEGIC PLANNING | -1.9*              | --                              | --                  | --                                | 3.7**                | 3.4**                             | --                         |
| C.                            | MANAGEMENT         | -2.9**             | --                              | -2.2*               | --                                | 4.7**                | 3.7**                             | --                         |
| <b>GOAL CATEGORY</b>          |                    |                    |                                 |                     |                                   |                      |                                   |                            |
| I                             | OUTPUT             | 2.0*               | --                              | 3.3**               | --                                | 2.0**                | 3.4**                             | 2.4*                       |
| II                            | SUPPORT            | -2.7**             | --                              | 2.2*                | --                                | 4.6**                | 4.0**                             | --                         |
| <b>OVERALL RESPONSE SCALE</b> |                    | --                 | --                              | --                  | --                                | 4.4**                | 4.1**                             | --                         |

**Codes**

- 1.) Stud. - Recreation Students  
 2.) Sen. M. - Senior Management  
 3.) Jr. M. - Junior Management  
 4.) Prov. Con - Provincial Recreation Consultant  
 Prof. - Professionals. (Respondent Groups (2,3 and 4))

**Notes**

Student-Newman-Keuls (S.N.K.) Correlation of observed differences between intergroup response set significant at  $p=0.05$

- \*\* Computed intergroup differences (T-Values) in response set means by Paired T-Test were significant at  $p=0.01$   
 \* Computed intergroup differences (T-Values) in response set means by Paired T-Test were significant at  $p=0.05$

Table 4.13

**"WHAT SHOULD BE" GOAL GROUPING IMPORTANCE -  
DIFFERENCES (S.N.K.) BETWEEN RESPONDENTS' GROUPS**

| GOAL GROUPINGS                |                    | Sen.<br>Man.<br>2) | 1) STUD.to<br>Jr.<br>Man.<br>3) | Prov.<br>Con.<br>4) | 3) SEN.M. to<br>Jr.<br>Man.<br>2) | Prov.<br>Cons.<br>4) | JNR.M. To<br>Prov.<br>Cons.<br>4) | Stud.<br>to<br>Prof.<br>5) |
|-------------------------------|--------------------|--------------------|---------------------------------|---------------------|-----------------------------------|----------------------|-----------------------------------|----------------------------|
| <b>GOAL GROUPS</b>            |                    |                    |                                 |                     |                                   |                      |                                   |                            |
| a.                            | Services provided  | 3.8**              | 3.7**                           | 2.8**               | --                                | --                   | --                                | 4.4**                      |
| b.                            | Adaptational       | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| c.                            | Planning           | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| d.                            | Motivational       | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| e.                            | Positional         | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| <b>GOAL FOCUS</b>             |                    |                    |                                 |                     |                                   |                      |                                   |                            |
| A.                            | Services Provided  | 3.8**              | 3.7**                           | 2.8**               | --                                | --                   | --                                | 4.4**                      |
| B.                            | Strategic Planning | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| C.                            | Management         | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| <b>GOAL CATEGORIES</b>        |                    |                    |                                 |                     |                                   |                      |                                   |                            |
| I                             | Output             | 3.8**              | 3.7**                           | 2.8**               | --                                | --                   | --                                | 4.4**                      |
| II                            | Support            | --                 | --                              | --                  | --                                | --                   | --                                | --                         |
| <b>OVERALL RESPONSE SCALE</b> |                    | --                 | --                              | 2.2*                | --                                | --                   | --                                | 2.1*                       |

**Codes**

- 1.) Stud. - Recreation Students
- 2.) Sen. M. - Senior Management
- 3.) Jr. M. - Junior Management
- 4.) Prov. Con - Provincial Recreation Consultant
- Prof. - Professionals (Respondent Groups (2,3 and 4))

**Notes**

- Student-Newman-Keuls (S.N.K.) Correlation of observed differences between intergroup response set significant at  $p=0.05$
- \*\* Computed intergroup differences (T-Values) in response set means by Paired T-Test were significant at  $p=0.01$
  - \* Computed intergroup differences (T-Values) in response set means by Paired T-Test were significant at  $p=0.05$

attention to *Services Provided* and *Adaptational Goal Type* groups. The Recreation Student group's goal grouping importance ratings differ most with Senior Management, somewhat with Recreation Consultants and with Junior Management only on the *Adaptational Goal Type* grouping. The Recreation Consultant group significantly differ in its lower *what is* goal group means compared with the other Recreation Professional respondent groups (Junior and Senior Management). As previously observed, Junior and Senior Management were similar in their goal structures, as noted by the lack of statistically *significant* differences in their goal grouping means.

For the *what should be* inter-respondent group comparisons, Table 4.13 supports previous observations that the Recreation Student group's *OUTPUT* or *Services Provided* response was greater than all other survey respondent groups.



## CHAPTER 5

### ANALYSIS OF THE PROBLEMS

#### INTRODUCTION

This Chapter serves the purpose of applying the study's findings (Chapter 4) to the problem statements presented in Chapter 1. The study's two methodological purposes (an instrument assessment/development and an exploratory component) coincide respectively with the study's two main problem statements as presented herein. These problem statements are discussed in terms of the results for each, based on the analysis of the Goal Survey data.

#### MAIN PROBLEM STATEMENT #1.0

**Is the Edginton-type goal survey instrument a reliable and valid measurement tool to study organizational goals in a manner consistent with the theoretical goal model and conceptual framework adopted by the study?**

The study's conceptual background established that the study of organizational goals was best served by a *conceptual framework* that reflected the *multi-dimensional* (Open System model) aspects of and a *multi-theoretical* of (Rationalistic, Behavioristic, Institutional Interest and Natural System) perspective of organizations and, a *multi-faceted approach* (Goal, Internal Process, System Resource and Integrative approaches) to organizational effectiveness.

The study's organizational goal model incorporated these conceptual considerations within a goal structure classification scheme involving multiple-goal items. The study's methodological background established that organization-specific goal identification and measurement could be best accomplished through the importance ratings of various organizational interest groups' goal observations (*what is*) and goal preferences (*what should be*).

Edginton's multiple goal-item content, collapsed within a organizational goal model's classification scheme consisting of five goal *Type* groupings: (*Services Provided*, *Adaptational*, *Positional*, *Motivational* and *Planning*) appeared to meet some of the considerations of the study's conceptual framework. The *Services Provided* goals reflect the Output dimension of the Open System model and the organizational goal attainment focus of both the Rationalistic perspective and the Goal Approach to organizational effectiveness assessment. The *Positional* goals consider the Input of Resources dimension and the System Resource Approach. Together, the *Positional* and *Adaptational* goals reflect the organization's survival needs within its external environment as highlighted in the Natural System perspective. The *Motivational* goals consider the Behavioristic perspective, while the *Motivational* and *Planning* goals relate to the Transformation dimension of the Open System model. Together, *Motivational*, *Planning* and *Adaptational* goals reflect elements of the Internal Process Approach.

Edginton's goal model classification scheme, therefore, intuitively encompasses the study's conceptual framework reflecting contemporary thoughts in organizational analysis literature.

This study's use of the Edginton instrument among a heterogeneous population accommodates the Institutional/Interests organizational perspective's focus on the various organizational multi-interest groups that potentially influence an organization's goals.

Edginton's listing of numerous goal-items, stated as definitive organizational goal activities, focused on identifying the organization's goal structure through the operative, rather than ambiguous official, goals of an organization. This goal survey approach enhanced the organization-specificity of his goal study which was based on

collective measures of goal intensity ratings among survey respondents. His use of dual ratings permitted the differentiation between the respondents' goal observations of (*what is* scale) and their individual goal preferences for (*what should be* scale) the organization. His instrument's five point Likert-type scale permitted the measure of each goal statement's intensity and, consequently, its presence and rank order of relative importance within the organization's observed goal structure.

In summary, the study's theoretical organizational goal model and methodology appear to be compatible with considerations of the study's conceptual framework. The following sub-problems to the first main problem statement seek to assess statistically the empirical relationship reliability and validity of the study's goal survey instrument, in particular, its *expected goal model*.

#### **Sub-Problem 1.1**

This sub-problem stated: *There is no significant internal consistency value attributed to the measurement reliability of some version of the Edginton instrument.*

The study was initiated with the use of a *base* instrument, which was a subjectively *revised* version (57 goal-items) of the Hastings (1985) adapted version (59 goal-items) of the Edginton (1978) goal survey instrument (85 goal-items). Cronbach's Alpha values computed for the *base* instrument's (57 items), dual rating scheme - (*what is* and *what should be*) were .92 and .92 respectively. The Alpha values for the dual rating scales of the *revised* instrument (45 items) were .92 and .91. These values were above the study's decision guideline of .80 (Carmines and Zeller, 1979:37 & 45), for accepting or rejecting sub-problem 1.1's null hypothesis. At this value, correlations are affected very little by random measurement error and it is a minimum level for scales that are being assessed for repeated uses. The findings indicate that the instrument's goal content has a *significant* internal consistency reliability within a single domain - organizational

goals. Therefore, for the study's revised version of the Edginton goal survey instrument the null hypothesis was rejected.

The Alpha values computed for the goal structured *revised* instrument's dual rating scale content (*what is* and *what should be*) were .76 and .77 respectively. These values are below the aforementioned .80 decision guidelines; thus, the *revised* instrument had only an *acceptable* internal consistency for its goal groupings (factors) were structured to the study's organizational goal model's classification scheme. This lower Alpha value computed for the structured goal-items demonstrates that they were not discretely aligned to the factorially derived five goal groupings, thereby lowering the internal consistency of the instrument.

These findings support the rejection of the null hypothesis of sub-problem statement 1.1. The *revised* instrument's internal consistency is *significant* for its goal content in general, and *acceptable* when its content (*expected goal model*) is structured.

### **Sub-Problem 1.2**

This subproblem stated: *There is no construct validity attributed to the collapsing of an Edginton-type instrument's goal statements within a goal structure (as derived from the study's observed data by way of factor solutions) that approximates this organizational goal model classification scheme.*

Revisions to the study's *base* instrument's goal-item content resulted in goal-item reductions, which were based on factor analysis results. The factor analysis procedure produced a five factor solution in which both the total and individual item variance were optimally represented. For this factorial structure, 45 of the *base* instrument's 57 goal-items had predominant (highest) *significant* factor loadings ( $> .40$ ) within one of the five expected components (factors) extracted. The *revised*



instrument's *expected goal model* (factorially derived goal structure) in turn approximated the organizational goal model as follows (See figure 5.1)

Figure 5.1

**REVISED INSTRUMENT'S  
EXPECTED GOAL MODEL**

**CONCEPTUAL GOAL MODEL STRUCTURE**

| <b>Goal Category<br/>Groupings<br/>(2 Factors)</b> | <b>Goal Focus<br/>Groupings<br/>(3 Factors)</b> | <b>Goal Type<br/>Groupings<br/>(5 Factors)</b> |
|----------------------------------------------------|-------------------------------------------------|------------------------------------------------|
|----------------------------------------------------|-------------------------------------------------|------------------------------------------------|

**OBSERVED GOAL STRUCTURE**

|                |                          |                         |
|----------------|--------------------------|-------------------------|
| I OUTPUT(15)   | A SERVICES PROVIDED(15)  | 1.Services Provided(15) |
|                | B STRATEGIC PLANNING(15) | 2.Adaptation(10)        |
| II SUPPORT(30) |                          | 3.Planning (5)          |
|                | C MANAGEMENT(15)         | 4.Motivational(8)       |
|                |                          | 5.Positional(7)         |

The predominant factorial alignment of each goal-item within the five component goal structure (Goal *Type* groupings) was determined by a *significant* correlation of at least .40 as their highest factor loadings on one particular component within one of the instrument's dual rating scales and at least an *acceptable* ( $> .30$ ) factor loading on this same component within the other rating scale. However, not a large magnitude (only 50%) of the instrument's total goal-item variance was represented by the five factorially derived components. Many of the goal-items had factor loadings ( $> .30$ ) on other components beyond their predominant factor loading. The predominant intercorrelations of goal-items became more discrete in three and two factor solutions, but these structural solutions' empirical

representation of the instrument's total goal-item variance was reduced to 38% and 31% respectively.

Factor solutions greater than five dimensions, while representing more goal-item variance (i.e. 16 factors = 77%), produced a goal-item factor loading range that was even less discrete than the five factor solution as identifiable goal groupings which created difficulty in both labelling the derived factors. A review of the goal-item content of the five factor solution's components permitted the labelling of each in a manner consistent with the organizational goal model's classification scheme. The five factorial components constituted the study's revised goal survey instrument's expected goal (or goal structure) goal grouping.

The confirmatory analysis of the LISERAL PROGRAM assessed the instrument's *expected goal model's* (goal structure) relationship with the correlation matrices of the Goal Survey's *what is* and *what should be* data. The resulting LISERAL estimates (of Maximum Likelihood) generally ranged between .31 and .79 for goal-items within both rating scales. This finding confirms that an item's predominant variance is accounted for (within both rating scales) using the five factor solution. The LISERAL program's Goodness of Fit Index value (0.58) indicates that the instrument's goal structure explains an *acceptable* rather than *significant* amount of the total goal-item variance of the observed organizational goal phenomena. These findings confirm that while the predominant variance of an individual goal-item is accounted for using the five factor solution, the proportional total item variance is not high. For exploratory purposes, they provide a reasonable degree of confidence that empirical differences in goal groupings' importance ratings between the dual rating scales can be attributed to the measure of predominant *significant* goal features.

These findings establish acceptable construct validity parameters for the *revised* instrument's research utility to observe the Goal Survey data in a manner that approximates the theoretical organizational goal model classification scheme. The observed Goal Survey goal structures, in turn, reflect the predominant features of the observed organizational goal phenomena in a consistent manner, between both rating scales, within its capacity to provide a reasonable structural estimate of the predominant intercorrelations of goal-items. Therefore, the null hypothesis concerning the construct validity of the study's *revised* version of the Edginton goal survey instrument is rejected.

### **Sub-Problem 1.3**

This sub-problem was stated as: *There are no significant differences derived from the Goal Survey data that verify the Edginton-type instrument's discriminatory power among and between its empirical indicators of observed organizational goal phenomena.*

The *revised* instrument's discriminatory power to depict statistically significant differences among and between study variables was examined using T-Test and Analysis of Variance (ANOVA) procedures. Results indicate that the instrument's dual rating scale produced statistically *significant* differences between observed (*what is*) and perceived (*what should be*) goal importance. Such differences varied greatly among the goal-items (T-values of +2.1 to +15.4,  $p=0.000$ ) and goal groupings (T-values of +13.8 to 18.2,  $p=0.000$ ), indicating that respondents did not have simply an incrementally higher aspiration for increased goal statements' importance in their goal preferences (*what should be*) compared to their goal observations (*what is*).

The Likert-type goal intensity rating scale permitted the rank ordering of importance for the instrument's goal-items and goal groupings. Paired T-Test values

( $p=0.000$ ) among differently ranked goal-items indicated *significant* rank order discrimination among the bottom ten, top ten and middle 25 items. *Significant* rank order differences were similarly found for the five goal groupings' rank order in the observed goal structures.

The analysis of variance (ANOVA) among respondent groups' goal group means produced *significant* Student-Newman-Keuls (S.N.K.) correlations ( $p=0.05$ ), indicating the instrument's discriminatory power to depict meaningful differences among respondent groups' goal structures.

These findings support the rejection of the null hypothesis for sub-problem statement 1.3. They confirm that the *revised* instrument had discriminatory power to observe *significant* differences in goal-item measures. This discriminatory power capacity was retained when the goal-items were collapsed into goal groupings. It also applied to the instrument's ability to observe *significant* differences for goal-item and grouping importance rating differences between the dual rating scales and among respondent groups.

#### **Main Problem #1.0 - Summary**

A review of the confirmatory testing of the *revised* instrument resulted in the empirical determination that it had satisfactory levels of internal consistency reliability, construct validity and discriminatory power. Its internal consistency reliability was *significant* (.92) for its overall multiple-goal item content, and *acceptable* (.77) for the collapsing of the same into goal structure groupings. The construct validity of the *revised* instrument's factorially derived goal structure (for both rating scales) was confirmed as *significantly* representing of the predominant features of the Goal Survey's data in a manner consistent with the study's organizational goal model. Its goal importance rating methodology produced



statistically *significant* differences in goal importance within and between the dual rating response sets and among the various Goal Survey respondent groups. The *revised* instrument's *expected goal model* (goal structure), while it does not represent all of the observed Goal Survey organizational goal phenomena, captures the predominant features of it, in both an empirically significant and theoretically meaningful manner suitable for exploratory, research.

#### MAIN PROBLEM STATEMENT #2.0

What is the research utility level of an Edginton-type goal survey instrument for examining the observed organizational goal phenomena of the study's Goal Survey in terms of:

- a) the rank order of the goal statements and/or groupings;
- b) the dual (what is) and (what should be) ratings of the goal statements and/or groupings; and
- c) the ranking and dual rating of the goal statements and/or categories by the various respondent groups.

This problem statement is addressed through the results derived from Goal Survey analyses procedures and focuses on the application of an Edginton-type instrument to establish theoretically meaningful insights into observed organizational goal phenomena. The analyses of the Goal Survey data involved the study's dependent variables (goal statements/goal groupings) and one independent variable (respondent groups).

The rank order results of goal-item importance provided *significant* differences (T-values,  $p=0.00$ ), in terms of *revised* instrument's forty-five specific goal activity statements, within and between both dual rating scales. The instrument's *expected goal model* provided a systematic means to capture the essence of the Goal Survey's predominant organizational goal features. Statistically

significant results were attributed to the rank order of the *SUPPORT* rank over the *OUTPUT Goal Category* grouping in both rating scales. Significant differences existed between the rank order of 1) *MANAGEMENT*, 2) *STRATEGIC PLANNING*, and 3) *SERVICES PROVIDED* Goals within the dual rating scales. The five Goal Type groupings also exhibited significant rank order differences, within and between both rating scales. These goal structure analyses offer a concise and systematic interpretation of the Goal Survey's multiple-goal observations (*what is*) and multiple-goal preferences (*what should be*), than a detailed analysis of the instrument's 45 goal-items.

The findings demonstrated that the rank order of the five Goal Type groups (*Services Provided, Adaptational, Planning, Motivational and Positional*) were statistically significant (T-Values at  $p = 0.000$ ) within the observed goal structures. Significant changes in their rank order between the dual rating scales were also found. These differences permitted the interpretation and comparison of respondent group goal structures.

The Goal Survey's only independent study variable was its various respondent groups. The paired T-Test ( $p=0.01$  or  $0.05$ ) and Analysis of Variance results (S.N.K. correlations,  $p=0.05$ ) established the presence of significant goal structure differences among respondent groups. The Recreation Student sub-population both preferred (*what should be*) and observed (*what is*) higher *SERVICES PROVIDED* Goal grouping importance than did the Recreation Professional sub-population. Significant differences in *what is* goal grouping importance were both found between the Provincial Recreation Consultant and Recreation Student sub-groups and between those respondent sub-groups and the Junior and Senior Management sub-groups. The latter two sub-group's goal structures were similar.

In summary, the Goal Survey Analyses findings established that the study's revised version of the Edginton goal Survey instrument had utility as an exploratory research tool. The *revised* instrument's *expected goal model* permitted a systematic interpretation of the predominant empirical features of observed organizational goal phenomena by way of a goal structure classification scheme. The findings derived from the application of the *revised* instrument were meaningful in terms of the study's organizational goal model and multi-conceptual background.

## CHAPTER 6

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### INTRODUCTION

This Chapter begins with a brief **Summary** of the entire study process. It also presents the **Conclusions** from the findings and the subsequent **Implications** for research and practise.

#### SUMMARY

The nature of the study was considered in Chapter 1 in terms of a instrument assessment/development (confirmatory) component, involving statistical testing and refinement of the study's goal survey instrument, and an exploratory component, dealing with the analyses of its Goal Survey's observed organizational goal derived from the application of the instrument phenomena. The study's objective was to develop a theoretically relevant organizational goal model and conceptual framework for the study of organizational goals and to develop a reliable and valid goal survey instrument to examine organizational goals within municipal recreation service settings. The first Chapter also outlined the study's problem statements, its parameters and the terms employed.

The conceptual background was presented next. Chapter 2's review of literature section presented a conceptual framework. The review of related studies focused on the operationalization of the conceptual organizational goal model adopted. The review of related methodologies examined salient goal studies utilized within municipal recreation service settings.



Chapter 3 described instrument assessment/development and exploratory components of the study. It also outlined the methodological and data collection procedures used to derive the variables for the Goal Survey. Explanations of statistical analysis procedures (their statistical and decision criteria) were included.

Chapter 4 presented the results of the study's statistical analyses. The reliability, construct validity and discriminatory power results for the study's goal survey instrument, based on Reliability, Factor Analysis, Correlation Matrix, LISERAL, T-Tests and Analysis of Variance procedures, were presented. The study's exploratory analysis results were presented in the form of the goal statements' and goal groupings' dual rating scale comparisons and rank orders of importance. The results of respondent groups' goal-importance rating comparisons statistically *significant* differences for observed structures between the Goal Survey's two sub-populations and four sub-groups.

In Chapter 5, the results of Chapter 4 were applied to the analyses of the study's problem statements stated in Chapter 2. The **Conclusions and Implications** are discussed next.

## **CONCLUSIONS**

The conclusions for this study are outlined and discussed according to the study's confirmatory and exploratory components. The former conclusions are dealt with primarily under the headings **Conceptual Background** and **Methodological Background**. These headings primarily outline the conclusions arrived at for the study's Main Problem Statement 1.0 (and its three sub-problems). It focuses on the empirical relationship between the study's *revised* instrument's *expected goal model's* relationship to the observed goal structures factorially derived from survey data, and to the study's theoretical organizational goal model and conceptual framework. The latter are reported under the heading - **Findings**. This section outlines the

conclusions arrived at for the study's Main Problem statement 2.0 (and its three sub-problems). It focuses on the study's observed goal phenomena which is based on the empirical analysis of the Goal Survey data to establish the research utility of the *revised* instrument's application and its *expected goal model*.

#### **Arising From The Conceptual Background**

Regardless of the theoretical viewpoint utilized, the study's review of literature illustrated the explicit or implicit primacy of organizational goals in the study of organizations (Price, 1972:12). Its conceptual background demonstrated the difficulties in conceptualizing the organizational goal construct through employing the univariate approach of any single theory or model (Kast, 1974:151). Consequently, each of the theoretical organizational viewpoints presented in the study's conceptual framework contributed to the contemporary relevance of the multivariate approach attributed to the study's theoretical organizational goal model. Conclusions regarding the utility of operationalizing an integrative goal construct as the *revised* instrument's *expected goal model's* (goal structure) are discussed in terms of its relationship to the conceptual framework and its organizational goal model.

1. The *revised* instrument's *expected goal model* empirically identified an observed goal structure that approximated the organizational goal model's classification scheme. The factorially derived goal structure established for the Goal Survey data produced components that were identifiable as empirical measures of the organizational goal model's five goal groupings.

2. The study's domain of inquiry was directly linked to the fundamental focus of the *Rationalistic* perspective - goal attainment. The study's empirical identification of an observed goal structure demonstrated the utility of

measuring goal attainment in terms of specific, rather than ambiguous, goal statement wording (Etzioni, 1964:1).

3. The use of the goal importance ratings of a variety of respondents (not just management) accommodated considerations of the *Behavioristic* perspective. The reliability of the goal-item measures of observed organizational goal phenomena confirmed the utility of determining the organizational goal as the consensus of organizational members' goal observations and goal preferences (Thompson, 1967:28). This approach avoided the problem of personifying the organization (Simon, 1964:1) and enabled the *expected goal model* (goal structure) to account for the dynamic relationship between human behavior and organization-specific goals (Keely, 1978:289).

4. The *expected goal model's* content and groupings reflected elements of the *Natural System* perspective. Their measures provided empirical evidence that organizations develop system goals (in addition to general goals) concerning the maintenance of the organization itself (Parsons, 1959:3-38), and that these goal activities may be highly valued as ends in themselves (Selznick, 1957:21). The *expected goal model* accommodated those organizational activities which conceptually qualify as related to organizational goals (*OUTPUT* Goals), and to those functional imperatives (*SUPPORT* Goals) related to an organization's need to ensure its own survival (Thompson and McEwan, 1958:24).

5. The survey methodology operationalized features of the *Institutional/Interests* perspective. The statistical determination of *significant* differences between respondent groups' goal structures supports the viewpoint that organizational goals cannot be fully understood apart from the goal

orientations of various organizational interests (Hall, 1972:9). The *expected goal model* was dynamic enough to accommodate a diverse range of organizational interests beyond management's perspective (Yuchtman and Seashore, 1967:892), as well as depicting the socio-political nature of the observed organizational goal phenomena (Marchak, 1965:447; Georgiou, 1973:292).

6. The *revised instrument's expected goal model* and the study's methodology operationalized considerations of the study's conceptual framework. Its empirical and theoretical relevance to the four theoretical organizational perspectives noted in the foregoing discussion demonstrate its utility to simultaneously consider prevalent contemporary views of formal organizations.

7. The *expected goal model* represented the three *dimensions* of the Open System model (Daft, 1983:93) outlined in the conceptual framework. Its goal grouping measures determined the empirical existence and relative importance of the goals related to the Input (*Positional Type Goals*), Transformation Process (*Management Focus Goals*) and Output (*Services Provided Type Goals*) dimensions within the Goal Survey's observed goal structure (Steers, 1975:555).

8. The *expected goal model* encompassed considerations of the *Goal Approach* to assess organizational effectiveness. It empirically identified a real or feasible goal set of an organization (rather than value-laden prescriptive goals for an organization), while providing multiple-goal-item criteria to evaluate organizational effectiveness. The *expected goal model* was able to identify goal intentions (*what should be*) for the organization, and



to measure the degree to which these were being realized, based on the organization's goal activities (*what is*) observed by survey respondents (Steers, 1975:555).

9. The *expected goal model* reflected elements of the *Internal Process* approach to assess organizational effectiveness. It empirically observed the existence of organizational attention toward goal activities related to the internal stability of the organization as a *social entity* (*Motivational Goals*) and its homostasis as a *defined activity structure* responding to external influences (*Adaptational Type Goals*) (Aldrich, 1979:4-6). The study's heterogeneous survey population, and its respondents' goal importance dual ratings facilitated an understanding of the satisfaction levels of organizational individuals and groups toward their organization's goal efforts (Keely, 1978:227). It also provided insights as to whether these people may or may not be contributing to the goal attainment effectiveness of their organization (Conolly, 1989:211).

10. The *expected goal model's Positional Type Goals* paralleled the *System Resource* approach to organizational effectiveness. The study statistically established the existence and relative importance of organizational attention focused on the ability of the organization to compete successfully for scarce resources (Yuchtman and Seashore, 1967:901). It was able to establish that organizational effectiveness cannot be measured solely in terms of a static set of goal attainment-related activities - *OUTPUT Goals* (Price, 1972:8).

11. The *expected goal model* operationalized considerations of the *integrative* approach to assess organizational effectiveness. Its empirical and theoretical relevance to the three approaches noted in the foregoing discussion demonstrate its ability to simultaneously consider organizational goals by

using *multi-faceted* approach to assess organizational effectiveness (Steers, 1977:4).

#### Arising From The Methodological Background

The foregoing discussion on the theoretical relevance of the *revised* instrument's *expected goal model* is conditional upon its goal-item measures consistently covarying to form a unified goal construct. This relationship was examined by an assessment of the instrument's reliability and construct validity.

These empirical assessments were guided by the study's Main Problem Statement 1.0, which was stated as:

*Is the Edginton goal survey instrument a reliable and valid measurement tool to study organizational goals in a manner consistent with the organizational goal model and conceptual framework adopted by the study?*

The following conclusions regarding the study's methodology were drawn from study's findings related to the analysis of this problem.

1. The study confirmed that the *revised* instrument's goal-item indicators had *significant* internal consistency in their measures of goal observations (.92 - *what is*) and goal preferences (.91 - *what should be*) within the observed Goal Survey data. This finding indicates that the instrument's goal-item content, while accommodating diverse conceptual considerations of the goal construct, had a *significant* degree of commonality associated with the single intended organizational characteristic being studied - organizational goal phenomena. Differences derived from the instrument's measurement model can be attributed to differences in goal survey - specific measures of goal importance differences rather than to measurement error due to the instrument's goal-item content diversity and wording (Nunnally, 1978:230).

2. The *revised* instrument exhibited *acceptable* internal consistency within the Goal Survey's *what is* (.76) and *what should be* (.77) goal structures. Differences found from the use of the *revised* instrument can be attributed primarily to measured differences in goal structures between goal observation (*what is*) and goal perception (*what should be*) ratings of Goal Survey respondents, rather than to measurement error due arising from different interpretations of a goal-item by respondents in either dual rating scale (Nunnally, 1978:226).
3. The *revised* instrument had *significant* construct validity relative to the study's theoretical organizational goal model. The study confirmed that a five factor solution represented the predominant empirical behavior of the instrument's goal-items within the Goal Survey data. These five factorial components, in turn, approximated the organizational goal model's classification scheme. The instrument's goal-items were reasonably discrete in their measure of different sub-components (goal structure) of the studied domain (observed organizational goal phenomena) within both of the study's *what is* and *what should be* rating scales. The differences derived from the instrument's goal structure measures can be attributed to a goal-item's specific behavior within the observed goal structures, rather than differences in its predominant alignment within the *expected goal model's* factorially derived goal groupings (Seashore and Yuchtman, 1967:383).
4. The *revised* instrument provided a statistically *significant* structural estimate of the Goal Survey's factorially derived *what is* and *what should be* goal structures. The study's LISERAL procedure found that the instrument's *expected goal model* was consistent in its measure of predominant goal-item behavior in both dual rating scales. It also found that the factorially derived

goal structure provided merely an *acceptable* Goodness of Fit value with the correlation matrices of both rating scales. This finding indicates that the *expected goal model's* measures are limited to the predominant (highest) individual goal-item variance rather than a large magnitude of the instrument's total goal-items' and/or individual goal item's variance.

5. The *revised* instrument demonstrated discriminatory power to reveal statistically *significant* differences (and similarities) among the Goal Survey variables. This finding, combined with the reliability and-construct validity parameters established for this instrument, provides a satisfactory level of confidence that observed differences reflect differences among the variables of the instrument than measurement error.

The study's instrument assessment/development findings, in summary support the conclusion that the *revised* instrument's *expected goal model* measures what it purports to measure - the predominant goal-item behavior of the Goal Survey data in terms of the theoretical organizational goal model. It does so in a manner consistent between both dual rating scales. These findings in turn provide a theoretical basis to interpret the empirical results derived from the application of the *revised* instrument.

#### Arising From The Findings

The instrument assessment/development conclusions presented in the foregoing discuss permit the interpretation of the exploratory analysis of the study's data, specifically its observed goal structures. The exploratory component's analyses were guided by the study's Main Problem Statement 2.0 which was stated as:

*What is the research utility level of an Edginton-type goal survey instrument for examining the observed organizational goal phenomena of the study's Goal Survey in terms of:*



- a) the rank order of the goal statements and/or groupings;
- b) the dual (what is) and (what should be) ratings of the goal statements and/or groupings; and
- c) the ranking and dual rating of the goal statements and/or categories by the various respondent groups.

The following conclusions were drawn from the analysis of findings derived from the study's Goal Survey data.

#### GOAL CATEGORY GROUPING ANALYSIS

The following conclusions relate to the organizational goal model's *OUTPUT* (15 goal-items) and *SUPPORT* (30 goal-items) Goal Category groups.

1. The study found that the survey population observed (*what is*) that more importance was attributed to organizational attention for the *SUPPORT* ( $x=3.3$ ), versus *OUTPUT* ( $x=3.1$ ) Goal Category grouping (See Table 4.12, pg. 115). This *SUPPORT/OUTPUT* schism indicates that the survey population observed greater organizational attention was given to those goal activities concerned with the survival of a municipal recreation service agency itself (a *bureaucratic personality* focus) than with those associated directly with the provision of municipal recreation services (a *goal attainment* focus). The survey population's goal preferences (*what should be*) also reflected this same *SUPPORT* ( $x=3.96/3.8$ ) schism, indicating there was congruency for the Goal Category schism between the Goal survey's two goal importance rating scales.

These findings provide some degree of correspondence between the survey population's goal observations and goal preferences ratings and, therefore, a degree of confidence in describing its goal structure as reflecting

a *bureaucratic personality* - a concern for organizational preservation (Gross, 1969:292). The *SUPPORT/OUTPUT* schism is not so great as to suggest that this *bureaucratic personality* characteristic represents a large magnitude of displacement for the importance for goal attainment (*OUTPUT* Goals) activities (*what is*) and intentions (*what should be*).

2. The study found that the Recreation Professional sub-population's structure reflected a greater *bureaucratic personality* focus (*SUPPORT/OUTPUT* focus schism) and the Recreation Student sub-population a greater *goal attainment* focus (*OUTPUT/SUPPORT* schism) than did the overall survey population. This finding indicates that those respondents working in or with municipal recreation service agencies (Recreation Professionals) exhibit more of a *bureaucratic personality* compared to those who do not (Recreation Students).

3. Among the Recreation Professional sub-groups, Senior Management exhibited a greater magnitude of the *SUPPORT/OUTPUT* schism than did the Junior Management and the Recreation Consultant sub-groups. It can be observed from the Goal Survey that the greater the survey respondents' concern (or role) in the administrative functions of the municipal recreation service agency, the more likely they are to assume a *bureaucratic personality*. This observed tendency represents an increased displacement of attention to the goal activities that relate directly to organizational goal attainment. In reverse fashion, the further the respondent's responsibilities are from the management function (Senior Management), within (Junior Management) and/or external to (Recreation Consultants and then Recreation Students) the organization, the more likely they are to assume a *goal attainment* focus.

4. Based on the Goal *Category* Analysis findings from the Goal Survey, it can be concluded that the survey respondents' role, relative to the municipal recreation service setting, affects their overall goal orientation in terms of the *expected goal model's* Goal *Category* groupings. Further, it demonstrates the *revised* instrument's discriminatory power to depict meaningful overall differences in Goal Survey respondent group's goal structures.

#### GOAL TYPE GROUPING ANALYSIS

The following conclusions relate to the *expected goal model's* five Goal *Type* groupings as observed in the Goal Survey data.

1. The study found that there was inter-respondent group consensus for a significant shift in the *Positional* Goal *Type* grouping's rank between the survey population's *what is* (rank=1st) and *what should be* (rank=4th) goal structures. The survey population observed a great amount of organizational attention being given to the favorable positioning of the municipal recreation service agency to enhance its access to scarce resources. This finding depicts an organizational response to the pincher movement of increased costs and decreased tax dollar availability to deliver municipal recreation services, which was prevalent at the time of the Goal Survey. The survey population's goal preferences (*what should be*) indicate a strong desire for less emphasis on this functional imperative compared to the pursuit of other *Types* of organizational goal activities.
2. The study found that there was a significant shift in the *Motivational* Goal *Type* grouping's rank between the survey population's *what is* (4th) and *what should be* (1st) goal structures. The survey population's goal preferences indicate a strong desire for more organizational attention given to organizational member motivation, recognition and compensation particularly

for staff. This finding is not congruent with Senior Management's *what is* goal structure (2nd) indicating that the respondents, in general, observed more organizational effort in this area than did other survey respondents. Given its role in managing human resources, the survey population's *Motivational* Goal group's shift provides insights as to Senior Management's need to give more attention to this function.

3. The *Planning* Goal Type grouping's rank (2nd) was consistent in both rating scales' goal structures. This finding indicates congruency between the survey population's goal observations and goal preferences as to the need for municipal recreation services to continually plan for the effective and efficient use of its available resources.

4. The study found that the *Adaptational* Goal Type grouping's rank (third) was consistent in both rating scales' goal structures. This finding indicates congruency between the survey population's goal observations and goal preferences as to the need for municipal recreation services to continually adjust to external influences. However, it merely indicates the average of the Goal Survey's respondent groups' ratings, because the study found that the *Adaptational* Goal group's rank varies among and between the respondent groups' *what is* and *what should be* goal structures. The Recreation Consultant group observed (*what is*) less importance and the Senior Management group preferred (*what should be*) more importance to the *Planning* Goal group within their goal structures than within the survey population's. These differences may be related to the Recreation Consultant's *external* role with municipal recreation services as primarily a planning consultant and Senior Management's increasing recognition of the need for



effective planning to enhance its agency's adaptation to rapidly changing external influences. This finding indicates that this *Goal Type* grouping's importance is somewhat conditional upon the relationship of the respondent's role to the municipal recreation service setting.

5. The study found that the *Services Provided* *Goal Type* grouping was consistently ranked as lowest (5th) in the survey population's dual rating scales' goal structures. This finding indicates congruency between the survey population's goal observation and the goal preference as to the lack of importance attributed to the *OUTPUT* compared to the *SUPPORT* Goals. The fact that many individual *OUTPUT* goal-items were ranked within the survey population's top twenty goals, in either rating scale, highlights that the significance of this finding is attributed to observed goal structure differences rather than possible measurement error associated with the broader nature of the *Services Provided* goal statements compared to the other goal *Type* group's statements.

It also supports the *bureaucratic personality* focus attributed to the survey population, particularly the Recreation Professional sub-population. All Recreation Professional sub-groups ranked the *Services Provided* group as fifth in both their dual rating goal structures. The Recreation Student sub-population ranked it as high in both their *what is* (1st) and *what should be* (2nd) goal structures, which supports the *goal attainment* focus attributed to it.

These *Goal Type* grouping findings provide other evidence for the study's conclusion that the relationship of survey respondents' roles in the municipal recreation service setting affects the structure of their goal observations and goal preferences. Further, the findings support the study's conclusion that the *revised*

instrument has utility to provide practical insights into the organizational goal orientations of different respondent groups.

#### RESPONDENT GROUP DIFFERENCES

The study's goal structure (Goal *Category* and *Type* groupings) analyses provide evidence that respondents' *internal* or *external* roles (positional set) relative to the municipal recreation service setting affect their observed goal structures.

The survey respondent groups that share similarities in their municipal recreation service roles exhibited greater inter-respondent group and dual rating congruency in their goal structures than those which did not. The two respondent groups sharing a similar *internal* role - Senior and Junior Management - had similar dual rating goal structures. The shared goal structure similarities of these two respondent groups were different than the two respondent groups having roles which were *external* to a municipal recreation service agency - Recreation Consultants and Recreation Students. These two *external* respondent groups did not share similar roles and their goal structures were observed to be different. The *significance* of inter-respondent groups differences (S.N.K.'s  $p=0.05$ ) was attributed primarily to the *Services Provided* or *OUTPUT* Goal orientation of the Recreation Student sub-population versus the *SUPPORT* Goal orientation of the Recreation Professional sub-population.

#### IMPLICATIONS

The conclusions derived from the instrument assessment/development (confirmatory) component of the study offer implications for research under the headings **Organizational Goal Research** and **Further Study** through the use of an Edginton-type goal survey instrument within the municipal recreation services setting. Conclusions regarding the study's exploratory component offer implications

and recommendations for practise, under the headings **Professional Development** and **Management Strategies**.

### For Research

Based on the findings, suggestions are offered for **Organizational goal Research** and areas for **Further Study** involving the future use of the study's *revised* version of the Edginton goal survey instrument.

### **Organizational Goal Research**

To overcome the difficulty in developing and operationalizing measures of goals within a contemporary theoretical construct, the review of literature suggested that a goal structure may have some utility to explore the multiplicity of goals within a modern complex organization. To this end, the study employed an empirically verified goal classification (goal structure) scheme involving an inventory of goal-items. These multiple goal-items' measures were intended to contribute to the empirical determination of the *Adaptational, Positional, Motivational, Planning and Services Provided Goal Type* groupings within observed goal survey data. The study's *expected goal model* (goal structure), in turn, provided a meaningful and systematic means to empirically explore the nature (rather than specificity) of observed organizational goal phenomena.

Based on the study's findings, some conceptual guidelines for organizational goal model and goal survey instrument development processes are supported. These include the following:

1. Organizational goal models that use a multiple goal inventory perspective account for more diversity in goal observations and goal preferences (Gross, 1969:293) than those that assume a simplified view of the goal construct.

2. Organizational goal models that integrate the three dimensions of organizations as open systems are more comprehensive in accounting for a greater proportion of variance in organizational goals (Steers, 1975:555) than those based on a closed system viewpoint.
3. Goal item sampling that is oriented toward definitive organization-specific goal identification produce a more reliable measure of organizational goals (Etzioni, 1975:72) than externally inputted goals, *on site* goal activity observations and/or the *ideological confounding* that occurs when study participants offer their own goal statements for the organization (Gross, 1968:523).
4. Integrative organizational goal models that account for organizational attention to system maintenance (*SUPPORT* Goals) requirements are more likely to result in a better understanding of organizational goal behavior (Kochan, 1976:544) than traditional models which consider only those activities which represent the traditional notions of organizational goals (Gross, 1969:282) and/or are directly related to an organization's goal attainment (*OUTPUT* Goals).
5. The use of dual rating goal importance scales, provides a reliable and valid strategy to differentiate between survey participants' roles as *informants* reporting (*what is*) on the organization's goals and as *respondents* providing their individual goals for (*what should be*) the organization (Zelditch, 1962:564). This methodology ensures organization-specific research, facilitates the differentiation of individual versus organizational goals, confirms the presence of an organizational goal by way of a dual rating congruency and permits the assessment of organizational effectiveness as the degree of



congruency of goal activities with goal intentions for the organization (Hall, 1977:37).

6. The use of a Likert-type scale (versus a dichotomus scale) provides goal importance intensity ratings to empirically determine both the existence and the relative importance of a survey instrument's goal-items (Mohr, 1973:478; Gross, 1968:525). This procedure also facilitates the empirical structuring of the observed Goal Survey data into goal classifications.

7. The use of a heterogeneous survey population's goal importance ratings provides a comprehensive view (beyond management's perspective alone) of the socio-political nature of (inter-group comparisons) and level of goal consensus for the observed organization's goal structure (Georgiou, 1973:292).

8. The use of multiple goal-item content, within an empirically valid and reliable *expected goal model* is more theoretically and empirically relevant than descriptive analyses based only on the relative importance of numerous goal-items and/or intuitive goal classification schemes.

#### Further Study

The following are suggestions and recommendations regarding the further use of the study's *revised* Edginton goal survey instrument. These are developed from the need to assess whether the *revised* instrument's measures and its *expected goal model* can be improved.

1. One potential problem associated with comparing differences in goal rating importance among respondent groups is that in addition to measuring true differences, one may also be measuring differences in respondent rating tendencies. Attempts to normalize goal importance ratings to a common origin and variance would reduce the possibility that respondents may have

rated their whole goal-item response set lower than did other respondents (Kochran, 1976:541). This source of measurement error is not relevant to descriptive goal structure analysis based on the relative rank order of its goal groupings. However, the reliability of statistically *significant* goal structure differences for comparative purposes between different respondent groups would be enhanced using this technique.

2. To enhance the contemporary relevance of the instrument's goal-item content, it is important that repeated uses of the instrument include initiatives to include factorially derived *significant* goal-items which reflect current concerns, problems and/or aims of the municipal recreation administration field. This approach would reflect the changing nature of organizational goals and would result in the instrument's *expected goal model* adopting a contingency characteristic (Steers, 1975:552). Changing the instrument's *expected goal model* goal-item specificity, if statistically verified (having a satisfactory construct validity) in terms of the factorially derived goal structure, would continually enhance the its contemporary relevance for research and practise, while permitting the comparative analysis of a consistent goal structure classification scheme through repeated uses.

3. For proprietary uses within a single municipal recreation service agency, adding *significant* goal-items to the instrument's factorially derived *expected goal model* would enhance its organization-specificity. These could be obtained through pre-study interviews with organizational members and/or reviews of agency documents. This approach would enhance the use of the instrument for diagnostic research, while still permitting comparative goal

structure analysis between different studies using a consistent goal structure classification scheme.

4. The study's distinction between *OUTPUT* and *SUPPORT* Goals offers a classification scheme to label the predominant goal orientation features of municipal recreation service agencies. Further study of this classification scheme's relationship to other organizational structural characteristics could result in meaningful research indicators to predict and compare factors affecting and/or affected by the goal structure orientations of such agencies.

5. The study's findings indicate a relationship between respondents' organizational role similarities and their goal observations and goal preferences. Further study is required to identify theoretically and empirically relevant explanatory variables which support and explain such relationships.

6. The study's findings indicate that the *revised* instrument's capacity to empirically measure *significant* goal structure differences among different respondent groups. This feature is likely to be more useful among respondents who are considered *internal* to the municipal recreation services setting since they are more likely to be in a position to observe the operative nature of the instrument's goal structure (*SUPPORT* Goals) than are those respondents who are *external* to such settings.

#### For Practise

Equally important to the confirmation of the study's goal survey instrument's research utility is its ability to contribute insights to the enhancement of **Professional Development and Management Strategies** within the municipal recreation services field.

### Professional Development

The theoretical and empirical development of the goal survey instrument's *expected goal model* accommodated the contemporary notion of the reciprocal relationship between an individual's and an organization's goal-related behavior. The findings clearly indicate that an important component of professional development programs for the municipal recreation services administration must include considerations of the relationship between different organizational roles and organizational goal processes.

1. The findings indicate that Senior Management assumes more of a *bureaucratic personality* than do other Recreation Professional groups. This characteristic reflects its tendency to emphasize a reflexive (*SUPPORT* Goals) over a transitive (*OUTPUT* Goals) goal focus. This goal emphasis may be functional in appropriate situations where there are major influences that must be overcome to buffer and/or facilitate its organization's achievement in providing services (goal attainment) valued by its external environment. It may also be dysfunctional if such emphasis is not clearly defined as merely the means to achieve intended outcomes. The degree of transitive goal focus that is desirable in effective organizations is likely to be a situational variable, and this study does not offer normative insights in this regard. What is of concern is the possibility that reflexive goals may become highly valued as ends in themselves, thereby displacing transitive goals in a dysfunctional manner. The *expected goal model* demonstrates utility to serve as a diagnostic research tool to assess the transitive/reflexive goal orientation of survey respondents within municipal recreation service agencies.

To avoid an inappropriate imbalance in the *OUTPUT/SUPPORT* Goal schism within a organization's goal structure by Senior management, two



professional development considerations are offered. Professional development programs should involve elements which offer opportunities for Senior Management to continually consider the purpose or desired outcomes of public recreation (transitive goals). This focus would reinforce Senior Management's consideration of the functional role of reflexive goals (as means an end) within the organization's goal structure, in hopes that such goal activities will not unintentionally become more highly valued than transitive goals within the organizational goal process. Equally important is the need for ongoing professional development initiatives to focus on enhanced skills among Senior Management to enable it to effectively handle contemporary municipal recreation administration concerns and organization specific issues. This training focus emphasizes the need for Senior Management to have a skill set which enables it to handle reflexive concerns so that these goal-related activities are successfully accomplished or effectively pursued and are, therefore, fewer in number as dominant organizational concerns which may unintentionally displace transitive goals.

The study reinforces the theme that professional development programs must focus on a balance between managerial attention to the *business of* operating an effective municipal recreation service agency and to *what business* the agency is in.

2. The findings determined the different the goal structures of various respondent groups, each comprised of participants sharing similarities in their role relative to municipal recreation services agencies. Given the managers' *linkpin* position in organizational goal formulation, adaptation and integration processes it is important that they learn and adopt techniques to accommodate,

resolve and effectively utilize goal conflict among different organizational interests. This skill set would enhance their effectiveness to effectively represent (rather than impose) an organizational goal structure and to obtain organizational member participation in and ownership of organizational goal process outcomes.

3. The findings determined the differences between the goals of (*what is*) and an individual's goals for the organization (*what should be*). An element of congruency between an individuals' and an organization's goal provides insights into an employee's existing and potential contribution toward the attainment of an organization's goals. This ideal balance between individual and organization goals requires a managerial skill set related to negotiating, maximizing and evaluating individual employee performance and behavior.

4. The findings indicate that Recreation Students assume more of a goal attainment focus than Recreation Professional sub-population. This characteristic reflects a tendency to emphasize transitive (*OUTPUT* Goals) over reflexive (*OUTPUT* Goals) goal activities. This finding suggests that as potential municipal recreation employee candidates, Recreation Students may be ill-prepared to handle the realities of an organization's reflexive needs. To minimize their entry level frustration and/or their possible vulnerability to assuming a dysfunctional *bureaucratic personality* in municipal or public recreation service settings, two academic recreation administration curriculum considerations are offered. The use of field placements for Recreation Students to gain *hands on* recreation agency experience within their curriculum program may enable them to initiate public recreation service careers with a better sense of how to apply their transitive-oriented academic background in the *real world*. Curriculums which recognize the need to teach

public recreation administrative skills may better enable Recreation Students to accommodate reflexive organizational realities within their personal goal structure for an organization. Both of these considerations reflect attempts to better prepare Recreation Students to develop and then achieve and maintain 'an appropriate individual transitive/reflexive goal schism and organizational behavior in the public recreation services field. It should be noted that while the Recreation Students were involved in a field placement program, they had just started their placement during the time of the Goal Survey.

### **Management Strategies**

The study's exploratory analyses findings offer some recommendations for practise to enhance management strategies for organizational goal formulation adaptation and integration processes.

1. The findings indicate that goal-items' relative importance vary greatly among survey respondents. The organizational goal model provides a useful way to explore the goal orientation (goal structure) of different organizational interest groups, comprised of group members sharing similarities in their organizational roles. The use of a goal structure survey methodology within municipal recreation service setting goal processes would provide Senior Management with greater insights into its organization's goal structure by means of goal grouping comparisons between different organizational member groups' goal observations and goal preferences. As a diagnostic tool it would assist Senior managers in enhancing their design and of goal formulation, adaptation and integration processes.

2. The *internal* and *external* type organizational interests' goal structure differences indicate Senior Management's goal structure for its organization

alone is not necessarily sufficient to reflect the true nature of an organization's goal structure. Senior Management must be concerned with the accommodation of various external organizational interests to develop and pursue an optimum goal structure for its organization.

Management's involvement of *external* interests in goal processes may enhance the organization's access to scarce resources and legitimize its existence and functions. These benefits are derived from the organizational goal learning/bargaining element of effective goal processes through which Senior Management both influences and accommodates external interests and thereby gains *external* support for its organization's goals.

Management's involvement of *internal* organizational interests (organizational members) may enhance the internalization of the organizational goal process and, therefore, influence members' behavior in a manner that optimizes their contribution to the organization's attainment of its goals. It is important that Senior Management involve organizational members in goal processes to not only recognize that they understand the organization's goals, but to know how these goals are internalized by them to maximize their contribution to organizational effectiveness. Within the goal bargaining/learning process, such organizational members have the opportunity to influence both the organization's and Senior Management's goal structure and to accommodate these within their individual goal structure for the organization. This strategy enhances Senior Management's ability to obtain *internal* organizational commitment from organizational members toward its organization's goals.

3. The study's findings indicate that an organizational interest group's relationship to an organization may affect its goal structures for that



organization. Goal integration processes should involve communication mechanisms through which the various organizational interests enhance opportunities to discuss, debate and evaluate their goals for the organization. Such initiatives aid in maximizing intra-group organizational goal consensus and in functionally recognizing, adjusting and accommodating individual members' goal differences within an interest group. Senior Management's role, as the *linkpin* within these ongoing forums for communication, offers the opportunity to influence the group's goal structure for the organization, to facilitate the interest group's ownership of the organization's goal structure, to reinforce functional organizational group behavior that optimizes organizational interests' contributions to the organization's goal attainment and to integrate the various interest groups' goal structures the organization's.

Senior Management may also realize benefits from goal processes that involve the various hierarchically structured interests (organizational members) within an organization. Such efforts focus on enhancing the development of a common goal structure for the organization, facilitating goal-oriented communication that reduces dysfunctional inter-group goal conflict, maximizing interest groups' understanding of their own and other groups' contributions to the organization's goal structure and enhancing the interrelationship of groups' goal structures for the organization. These goal integration strategies focus on the need to optimize the reciprocal relationship between organizational group goal processes (micro-organizational) and organizational goal behavior (macro-organizational).

4. The study's findings indicate that goal processes should accommodate the transitive and the reflexive goals that exist within an organization's goal structure. Since operative goals tend to be more tangible, goal processes should link operative goals to an organization's official goals, in order to guide organizational member behavior and to identify dysfunctional goal-oriented behavior. This goal-specificity strategy represents an attempt to recognize and nurture functional organizational goal behavior (so that the means of attaining goals do not become defacto goals in themselves) and evaluate member behavior in terms of their contribution to the designated goal attainment functions of the organization. The operative goal identification strategy focuses on the Goal Approach to organizational effectiveness by specifying real organizational goals in terms of the actual activities of the organization, rather than through the ambiguous goals typically stated for an organization. The transitive/reflexive organizational goal identification strategy focuses on the System Resource and Internal Process Approaches to organizational effectiveness.

5. The study's findings indicate that the organizational goal process is an ongoing process rather than an event. An organization's goal structure is continually being influenced by *external* and *internal* interests and by goal succession and displacement. There is a need for Senior Management to constantly scan the organization's external environment for significant influences and opportunities to accommodate goal adaptation within the organizational goal process. This process should also facilitate ongoing reviews and appraisal of the organization's and its interest groups' goal structures to accommodate functional goal succession. These strategies also facilitate an understanding of the means-end chain by mediating between the

organization's general goals and the technical performance by organizational groups and individuals.

6. The implementation of the foregoing organizational goal process strategies can be enhanced through Senior Management's use of the study's *revised* goal survey instrument. Insights gained through the instrument's *expected goal model* permits the systematic interpretation of data and the implementation and development of applied implications for research and practise in a manner consistent with the contemporary organizational viewpoints.

#### Concluding Comments

This study was predicated on a fundamental notion:

"The problems we (in Management and Social Sciences) face have become so complex that we need, more than ever before, a perspective that allows us to grasp this complexity and make sense of it."

(Mitroff, 1983: Coverjacket)

For organizational goal research to contribute meaningful insights and recommendations for practise and research, it requires a valid and reliable goal construct. The study established the merits of utilizing an integrated organizational goal model to explore the complex nature of organizational goals in terms of the study's conceptual framework. The study confirmed the *revised* instrument's *expected goal models'* empirical relationship to its theoretical organizational goal model's classification scheme (goal structure). Confirmation of the theoretical and empirical relevance of the *revised* version of the Edginton goal survey instrument permitted the interpretation of data in a systematic and meaningful manner. Its Goal Survey analyses demonstrated the exploratory research utility of the *revised* instrument for

examining the predominant features the complex organizational phenomena within the municipal recreation service setting. These goal study features will be of interest to practitioners and researchers alike who are interested in making sense of the complex rubic of organizational goals which reflects the primary concern of all modern formal organizations.



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Appendix i

GOAL SURVEY INSTRUMENT

MUNICIPAL PARKS, RECREATION AND LEISURE

SERVICES ORGANIZATIONAL GOAL STUDY

PILOT SURVEY

One of the important concerns among professionals in the public park, recreation and leisure services field has to do with the goals of their organizational goals for municipal parks, recreation and leisure service departments as adopted from a national study conducted by Edginton and Neil, University of Oregon (1977).

Please respond to each statement in two different ways relative to your experience and/or understanding of the municipal park, recreation and leisure services organization.

1. How important do you feel the goal statement, at present, is within the municipal parks, recreation and leisure service organization; and

2. How important do you feel the goal statement, should be, within the municipal parks, recreation and leisure service organization.

EXAMPLE

| OF NO<br>IMPORTANCE                                                  | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|----------------------------------------------------------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
| 1                                                                    | 2                       | 3                       | 4                      | 5                        | 6                          |
| 1. To develop short range plans<br>(1-3 years) for the<br>Department |                         |                         |                        |                          |                            |
|                                                                      |                         | Is                      | X                      |                          |                            |
|                                                                      |                         |                         | 1                      | 2                        | 3                          |
|                                                                      |                         |                         | 4                      | 5                        | 6                          |
|                                                                      |                         | Should be               | X                      |                          |                            |
|                                                                      |                         |                         | 1                      | 2                        | 3                          |
|                                                                      |                         |                         | 4                      | 5                        | 6                          |

An individual who had marked his/her reaction to the goal statement in the matter shown would be expressing his/her feelings that "To develop short range plans (1-3 years) for the Department" is presently of Medium Importance and that it should be of Extreme Importance in the municipal parks, recreation and leisure organizations.

Please return by May, 20th, 1988 to:

Gordon McIntosh  
1 Miller Avenue  
Spruce Grove, Alberta  
Canada T7X 2L9  
(Ph.) (403) 962-3970

|                                                                                                                        | OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 1. To improve participants' support of the Department by providing more recreation opportunities.                      |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 2. To provide leisure counselling to effect behavior changes in individuals                                            |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 3. To more effectively recruit, train and utilize volunteers throughout the Department                                 |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 4. To provide direct financial assistance to community agencies and organizations                                      |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 5. To beautify the community through the provision of parks, open spaces, facilities and other amenities               |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 6. To develop increase fees and charges and non grant revenues to lower property tax subsidies to Department           |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 7. To provide programs and services of an ethnic and cultural nature to enhance the cultural heritage of the community |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 8. To ensure effective management by involving staff in the planning processes of department                           |                     |                         | Is                      |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                        |                     |                         | Should be               |                        |                          |                            |
|                                                                                                                        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |

| OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
| 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |



|                                                                                                                                                   | OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
|                                                                                                                                                   | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 9. To directly plan and establish parks and open space in response to community needs                                                             |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 10. To provide programs, open space areas and facilities for persons with special needs (physical and mental needs)                               |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 11. To encourage citizens to be involved in the planning processes of the Department                                                              |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 12. To improve employees' motivation by ensuring that all staff understand the role of the organization and the function of individuals within it |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 13. To secure fees and charges in support of existing programs and services                                                                       |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 14. To help participants achieve their personal goals through the provision of programs, open space areas and facilities                          |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 15. To develop long range plans and strategies (five years and over) for the Department                                                           |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 16. To secure non-governmental grants and alternate sources of revenue to support existing programs and services                                  |                     |                         |                         |                        |                          |                            |
| Is                                                                                                                                                | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| Should be                                                                                                                                         | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |

| OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
| 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |

|                                                                                                                                                                                                   |                         |                         |                        |                          |                            | 3.    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|-------|
| OF NO<br>IMPORTANCE                                                                                                                                                                               | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |       |
| 1                                                                                                                                                                                                 | 2                       | 3                       | 4                      | 5                        | 6                          |       |
| 17. To ensure effective management by setting standards, evaluating and controlling the performance of staff on a continual basis to achieve maximum results                                      |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 18. To foster family unity through the public recreation opportunities of the Department                                                                                                          |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 19. To provide programs, open space areas and facilities for children                                                                                                                             |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 20. To work with community agencies, institutions, organizations, and individuals by making resource information available on all matters pertaining to recreation opportunities in the community |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 21. To improve employees' motivation by developing pride and loyalty toward the Department                                                                                                        |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 22. To continually assess and initiate appropriate action concerning current social, cultural and economic trends                                                                                 |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 23. To provide financial and 'in kind' resources to individuals as required for them to participate in activities of their choice                                                                 |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| 24. To equip people with skills necessary for participation in recreation activities of their choice                                                                                              |                         |                         |                        |                          |                            |       |
|                                                                                                                                                                                                   |                         | Is                      | 1                      | 2                        | 3                          | 4 5 6 |
|                                                                                                                                                                                                   |                         | Should be               | 1                      | 2                        | 3                          | 4 5 6 |
| OF NO<br>IMPORTANCE                                                                                                                                                                               | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |       |
| 1                                                                                                                                                                                                 | 2                       | 3                       | 4                      | 5                        | 6                          |       |

| OF NO<br>IMPORTANCE                                                                                                                      | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|---|---|---|
| 1                                                                                                                                        | 2                       | 3                       | 4                      | 5                        | 6                          |   |   |   |
| 25. To ensure favorable appraisal of the department by political bodies                                                                  |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 26. To provide programs, open space and facilities for senior citizens                                                                   |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 27. To provide recreation activities that enhance the development of good citizenship within the community                               |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 28. To explore new ways to increase the efficiency and effectiveness of the Department                                                   |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 29. To ensure that the community possesses an adequate supply of land to meet current and future recreation needs                        |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 30. To ensure effective management by effectively delegating authority to subordinates                                                   |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 31. To provide programs, open space, areas and facilities to meet the self-expression and self-discovery needs of potential participants |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |
| 32. To maintain a positive public image by ensuring favourable appraisal of the Department by community agencies and organizations       |                         |                         |                        |                          |                            |   |   |   |
|                                                                                                                                          |                         | Is                      | 1                      | 2                        | 3                          | 4 | 5 | 6 |
|                                                                                                                                          |                         | Should be               | 1                      | 2                        | 3                          | 4 | 5 | 6 |

| OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
| 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |

| OF NO IMPORTANCE                                                                                                                                      |  | OF LITTLE IMPORTANCE |  | OF MEDIUM IMPORTANCE |  | OF GREAT IMPORTANCE |  | OF EXTREME IMPORTANCE |  | 5.<br>DON'T KNOW OR CAN'T SAY |  |   |  |   |  |   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------|--|----------------------|--|---------------------|--|-----------------------|--|-------------------------------|--|---|--|---|--|---|--|
| 1                                                                                                                                                     |  | 2                    |  | 3                    |  | 4                   |  | 5                     |  | 6                             |  |   |  |   |  |   |  |
| 33. To provide a broad range of equipment for public use so that all people can participate in recreation activities of their choice                  |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 34. To provide programs, open space areas and facilities for teens                                                                                    |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 35. To improve employees' motivation by providing adequate compensation in accordance with their responsibilities and achievements                    |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 36. To provide recreation programs which contribute to improving community morale and unity                                                           |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 37. To continually evaluate Department operations and make necessary changes to ensure participants' expectations are met on a continual basis        |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 38. To work with community agencies, institutions, organizations and individuals by assisting with the planning and co-ordinating of their activities |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 39. To conduct research studies on a continual basis to determine community needs and desires                                                         |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| 40. To secure government grants in support of existing programs and services                                                                          |  |                      |  | Is                   |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
|                                                                                                                                                       |  |                      |  | Should be            |  | 1                   |  | 2                     |  | 3                             |  | 4 |  | 5 |  | 6 |  |
| OF NO IMPORTANCE                                                                                                                                      |  | OF LITTLE IMPORTANCE |  | OF MEDIUM IMPORTANCE |  | OF GREAT IMPORTANCE |  | OF EXTREME IMPORTANCE |  | DON'T KNOW OR CAN'T SAY       |  |   |  |   |  |   |  |
| 1                                                                                                                                                     |  | 2                    |  | 3                    |  | 4                   |  | 5                     |  | 6                             |  |   |  |   |  |   |  |



|                                                                                                           | OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | 6.<br>DON'T KNOW<br>OR CAN'T SAY |
|-----------------------------------------------------------------------------------------------------------|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------------|
|                                                                                                           |                     |                         |                         |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 41. To enhance the general mental health and physical fitness of individuals through Department programs  |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 42. To provide programs, open space areas and facilities for ethnic, cultural and minority groups         |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 43. To enhance citizen support for Department by attracting new clients                                   |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 44. To educate the public in relation to environmental concerns                                           |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 45. To ensure that the Department receives its fair share of the local property tax dollar                |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 46. To communicate the philosophy, goals and objectives of the Department to appropriate community groups |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 47. To maintain parks, open space areas and facilities to optimal maintenance standards                   |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 48. To directly plan and establish recreation facilities to meet the needs of the community               |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
| 49. To improve employees' motivation by promoting trust and harmony within the Department                 |                     |                         | Is                      |                        |                          |                                  |
|                                                                                                           |                     |                         | Should be               |                        |                          |                                  |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |
|                                                                                                           | OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY       |
|                                                                                                           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                                |

|                                                                                                                       |           | OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|-----------------------------------------------------------------------------------------------------------------------|-----------|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
|                                                                                                                       |           | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 50. To contribute to the intellectual growth of individuals in the community                                          | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 51. To provide 'in-kind' contributions and/or non-financial assistance to community agencies and organizations        | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 52. To provide programs, open space areas and facilities for adults                                                   | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 53. To develop short range plans (1-3 years) for the Department                                                       | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 54. To maintain a higher level of quality in the services of the Department relative to other community organizations | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 55. To develop new revenue sources for expanding current levels of service provision                                  | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 56. To directly plan and establish recreation programs in response to community needs                                 | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
| 57. To improve employees' motivation by protecting employees' labor and professional rights                           | Is        | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |
|                                                                                                                       | Should be | 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |

| OF NO<br>IMPORTANCE | OF LITTLE<br>IMPORTANCE | OF MEDIUM<br>IMPORTANCE | OF GREAT<br>IMPORTANCE | OF EXTREME<br>IMPORTANCE | DON'T KNOW<br>OR CAN'T SAY |
|---------------------|-------------------------|-------------------------|------------------------|--------------------------|----------------------------|
| 1                   | 2                       | 3                       | 4                      | 5                        | 6                          |

Is there anything else you would like to state in the directions and/or operations of the Municipal Parks, Recreation and Leisure Department or this questionnaire. If so, please use this page for that purpose and/or attach a separate sheet with your comments.

**CORRELATION MATRIX "WHAT IS" GOAL ITEMS**  
**Base Goal Survey Instrument (57 Items)**  
 (Significance Level = Bold Type =  $P < .001$ )

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## Appendix ii (Con't)

### CORRELATION MATRIX "WHAT IS" GOAL ITEMS

### Base Goal Survey Instrument (57 Items)

(Significance Level = Bold Type =  $P < .001$ )

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### Appendix iii

### CORRELATION MATRIX "WHAT SHOULD BE" GOAL ITEMS

Base Goal Survey Instrument (57 Items)

(Significance Level = Bold Type =  $P < .001$ )

| Correlation Matrix (19 Items)               |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|---------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| (Significance Level = Bold Type = P < .001) |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 1.                                          | .10 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2.                                          | .21 | .25 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3.                                          | .08 | .13 | .13 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4.                                          | .17 | .14 | .35 | .17 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5.                                          | .08 | .07 | .00 | .02 | .04 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6.                                          | .20 | .23 | .21 | .18 | .28 | .24 |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7.                                          | .21 | .06 | .16 | .09 | .16 | .10 | .22 |     |     |     |     |     |     |     |     |     |     |     |     |
| 8.                                          | .18 | .04 | .07 | .06 | .21 | .32 | .31 | .17 |     |     |     |     |     |     |     |     |     |     |     |
| 9.                                          | .20 | .12 | .07 | .14 | .38 | .13 | .25 | .28 | .43 |     |     |     |     |     |     |     |     |     |     |
| 10.                                         | .02 | .18 | .07 | .05 | .12 | .38 | .18 | .09 | .29 | .11 |     |     |     |     |     |     |     |     |     |
| 11.                                         | .05 | .38 | .18 | .10 | .09 | .17 | .31 | .21 | .13 | .06 | .06 |     |     |     |     |     |     |     |     |
| 12.                                         | .17 | .09 | .16 | .10 | .12 | .16 | .30 | .27 | .27 | .25 | .16 | .09 |     |     |     |     |     |     |     |
| 13.                                         | .33 | .24 | .08 | .14 | .27 | .15 | .50 | .17 | .31 | .38 | .17 | .25 | .39 |     |     |     |     |     |     |
| 14.                                         | .09 | .16 | .05 | .05 | .00 | .26 | .10 | .04 | .29 | .01 | .36 | .25 | .17 | .09 |     |     |     |     |     |
| 15.                                         | .12 | .14 | .16 | .17 | .16 | .35 | .27 | .23 | .30 | .28 | .17 | .25 | .33 | .40 | .13 |     |     |     |     |
| 16.                                         | .10 | .10 | .11 | .18 | .08 | .05 | .11 | .15 | .23 | .24 | .15 | .10 | .24 | .03 | .26 | .23 |     |     |     |
| 17.                                         | .23 | .33 | .33 | .08 | .33 | .01 | .21 | .13 | .06 | .34 | .22 | .04 | .08 | .34 | .12 | .21 | .07 |     |     |
| 18.                                         | .13 | .05 | .03 | .13 | .38 | .25 | .22 | .19 | .47 | .23 | .36 | .22 | .23 | .44 | .25 | .31 | .22 | .24 |     |
| 19.                                         | .05 | .02 | .13 | .06 | .20 | .03 | .12 | .06 | .16 | .11 | .01 | .08 | .34 | .05 | .12 | .17 | .05 | .05 | .23 |
| 20.                                         | .29 | .31 | .25 | .04 | .18 | .08 | .12 | .23 | .28 | .18 | .12 | .24 | .07 | .21 | .23 | .03 | .29 | .29 | .09 |
| 21.                                         | .21 | .25 | .03 | .01 | .05 | .24 | .18 | .10 | .38 | .00 | .34 | .32 | .22 | .22 | .43 | .22 | .11 | .15 | .18 |
| 22.                                         | .23 | .41 | .31 | .12 | .35 | .08 | .26 | .30 | .15 | .28 | .10 | .21 | .30 | .29 | .01 | .35 | .07 | .26 | .16 |
| 23.                                         | .10 | .30 | .16 | .09 | .20 | .13 | .31 | .09 | .01 | .39 | .10 | .10 | .02 | .43 | .32 | .33 | .05 | .07 | .17 |
| 24.                                         | .07 | .00 | .04 | .05 | .05 | .09 | .24 | .32 | .11 | .11 | .09 | .09 | .23 | .05 | .30 | .12 | .38 | .06 | .01 |
| 25.                                         | .36 | .11 | .21 | .11 | .36 | .13 | .44 | .34 | .19 | .40 | .05 | .29 | .14 | .46 | .19 | .43 | .01 | .24 | .32 |
| 26.                                         | .27 | .31 | .21 | .04 | .24 | .01 | .15 | .17 | .33 | .39 | .23 | .15 | .17 | .30 | .27 | .27 | .28 | .42 | .26 |
| 27.                                         | .20 | .10 | .04 | .18 | .06 | .04 | .05 | .07 | .30 | .06 | .03 | .17 | .01 | .11 | .21 | .10 | .35 | .01 | .13 |
| 28.                                         | .02 | .09 | .17 | .14 | .13 | .30 | .10 | .20 | .31 | .04 | .34 | .18 | .13 | .15 | .36 | .36 | .11 | .07 | .36 |
| 29.                                         | .23 | .01 | .19 | .01 | .40 | .19 | .12 | .14 | .30 | .03 | .20 | .30 | .06 | .17 | .17 | .14 | .04 | .10 | .19 |
| 30.                                         | .08 | .37 | .04 | .00 | .30 | .14 | .42 | .17 | .17 | .03 | .04 | .30 | .14 | .47 | .09 | .26 | .10 | .17 | .22 |
| 31.                                         | .00 | .18 | .04 | .11 | .16 | .20 | .13 | .21 | .24 | .29 | .11 | .13 | .27 | .09 | .34 | .17 | .49 | .28 | .16 |
| 32.                                         | .38 | .22 | .04 | .07 | .23 | .06 | .26 | .22 | .27 | .28 | .09 | .04 | .22 | .44 | .09 | .15 | .06 | .27 | .22 |
| 33.                                         | .22 | .10 | .15 | .10 | .20 | .36 | .34 | .11 | .44 | .07 | .33 | .11 | .10 | .50 | .08 | .50 | .03 | .17 | .56 |
| 34.                                         | .20 | .02 | .36 | .11 | .09 | .21 | .03 | .30 | .03 | .07 | .19 | .17 | .03 | .14 | .13 | .05 | .06 | .35 | .03 |
| 35.                                         | .39 | .20 | .14 | .10 | .30 | .12 | .32 | .24 | .24 | .29 | .13 | .13 | .22 | .40 | .09 | .15 | .16 | .42 | .23 |
| 36.                                         | .04 | .18 | .04 | .02 | .07 | .19 | .01 | .40 | .17 | .21 | .13 | .17 | .31 | .12 | .12 | .07 | .26 | .12 | .05 |
| 37.                                         | .05 | .15 | .16 | .07 | .18 | .22 | .15 | .17 | .10 | .10 | .35 | .13 | .02 | .07 | .29 | .09 | .10 | .05 | .11 |
| 38.                                         | .01 | .15 | .07 | .04 | .03 | .19 | .11 | .05 | .21 | .10 | .27 | .17 | .17 | .12 | .30 | .19 | .09 | .01 | .21 |
| 39.                                         | .04 | .06 | .23 | .23 | .23 | .19 | .07 | .26 | .01 | .27 | .02 | .11 | .09 | .09 | .00 | .19 | .19 | .14 | .14 |
| 40.                                         | .25 | .34 | .16 | .03 | .12 | .16 | .36 | .22 | .09 | .15 | .14 | .13 | .24 | .51 | .14 | .26 | .01 | .29 | .16 |
| 41.                                         | .19 | .29 | .25 | .16 | .18 | .22 | .58 | .11 | .15 | .34 | .15 | .31 | .14 | .35 | .04 | .31 | .12 | .13 | .25 |
| 42.                                         | .49 | .08 | .05 | .20 | .15 | .10 | .04 | .08 | .30 | .08 | .10 | .01 | .20 | .20 | .21 | .05 | .33 | .19 | .19 |
| 43.                                         | .06 | .46 | .07 | .04 | .23 | .10 | .33 | .01 | .25 | .31 | .23 | .23 | .09 | .40 | .03 | .15 | .03 | .28 | .18 |
| 44.                                         | .30 | .13 | .06 | .09 | .31 | .18 | .22 | .30 | .38 | .20 | .19 | .33 | .21 | .38 | .33 | .34 | .32 | .19 | .43 |
| 45.                                         | .07 | .32 | .21 | .01 | .06 | .13 | .22 | .21 | .20 | .11 | .12 | .45 | .05 | .13 | .36 | .25 | .31 | .17 | .19 |
| 46.                                         | .10 | .17 | .00 | .07 | .36 | .04 | .24 | .06 | .31 | .27 | .17 | .09 | .22 | .18 | .38 | .05 | .24 | .14 | .23 |
| 47.                                         | .21 | .13 | .10 | .10 | .32 | .01 | .19 | .20 | .30 | .47 | .13 | .04 | .32 | .16 | .03 | .08 | .29 | .17 | .25 |
| 48.                                         | .14 | .28 | .37 | .14 | .45 | .10 | .25 | .38 | .08 | .18 | .08 | .38 | .22 | .18 | .08 | .19 | .18 | .31 | .08 |
| 49.                                         | .26 | .33 | .11 | .17 | .22 | .03 | .37 | .25 | .01 | .38 | .11 | .36 | .21 | .47 | .08 | .25 | .07 | .24 | .15 |
| 50.                                         | .10 | .07 | .06 | .10 | .15 | .36 | .22 | .11 | .45 | .18 | .40 | .14 | .21 | .18 | .24 | .36 | .19 | .01 | .36 |
| 51.                                         | .18 | .03 | .17 | .06 | .31 | .34 | .42 | .35 | .21 | .33 | .19 | .22 | .28 | .38 | .13 | .42 | .06 | .15 | .38 |
| 52.                                         | .15 | .03 | .21 | .12 | .13 | .36 | .17 | .02 | .21 | .01 | .29 | .11 | .03 | .15 | .32 | .03 | .03 | .29 | .42 |
| 53.                                         | .39 | .24 | .01 | .06 | .25 | .14 | .17 | .27 | .07 | .21 | .13 | .07 | .19 | .21 | .06 | .13 | .13 | .24 | .05 |
| 54.                                         | .13 | .19 | .07 | .16 | .05 | .11 | .06 | .22 | .14 | .02 | .13 | .26 | .19 | .09 | .15 | .34 | .23 | .08 | .34 |
| 55.                                         | .35 | .33 | .07 | .07 | .15 | .25 | .33 | .22 | .31 | .15 | .30 | .10 | .32 | .39 | .17 | .33 | .06 | .19 | .36 |
| 56.                                         | .39 | .19 | .06 | .06 | .27 | .21 | .25 | .27 | .19 | .25 | .21 | .06 | .25 | .19 | .07 | .22 | .03 | .14 | .22 |
| 57.                                         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 1                                           | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  |     |

**CORRELATION MATRIX "WHAT SHOULD BE" GOAL ITEMS**  
**Base Goal Survey Instrument (57 Items)**  
 (Significance Level = Bold Type =  $P < .001$ )

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### CORRELATION MATRIX "WHAT SHOULD BE" GOAL ITEMS

(Significance Level = Bold Type =  $P < .001$ )186

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## Revised Goal Survey Instrument (45 Items)

(Significance Level = Bold Type =  $P < .001$ )

### SERVICES PROVIDED GOALS

**CORRELATION MATRIX "WHAT IS" - CATEGORIZED GOAL ITEMS**  
 Revised Goal Survey Instrument (45 Items)  
 (Significance Level = **Bold Type** =  $P < .001$ )

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**CORRELATION MATRIX "WHAT IS" - CATEGORIZED GOAL ITEMS**  
**Revised Goal Survey Instrument (45 Items)**  
 (Significance Level = **Bold Type** =  $P < .001$ )

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**CORRELATION MATRIX "WHAT SHOULD BE" - CATEGORIZED GOAL ITEMS**  
**Revised Goal Survey Instrument (45 Items)**  
 (Significance Level = **Bold Type** =  $P < .001$ )

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## Appendix v (Con't)

## CORRELATION MATRIX "WHAT SHOULD BE" - CATEGORIZED GOAL ITEMS

### Revised Goal Survey Instrument (45 Items)

(Significance Level = **Bold Type** =  $P < .001$ )

[illegible]

**CORRELATION MATRIX "WHAT SHOULD BE" - CATEGORIZED GOAL ITEMS**  
**Revised Goal Survey Instrument (45 Items)**  
 (Significance Level = **Bold Type** =  $P < .001$ )

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Appendix vi

"REVISED" INSTRUMENT (45 Items) -

FACTOR ANALYSES MATRIX (3 & 2 Factors x 5 Factor Solution's Groupings)

| Goal Type Groupings/Goal Statement<br>(5 Factor Solution) | 3 Factors<br>(Goal Focus) |       |        |        |       |       | 2 Factors<br>(Goal Categories) |       |        |       |  |  |
|-----------------------------------------------------------|---------------------------|-------|--------|--------|-------|-------|--------------------------------|-------|--------|-------|--|--|
|                                                           | Current                   |       |        | Future |       |       | Current                        |       | Future |       |  |  |
|                                                           | 1                         | 2     | 3      | 1      | 2     | 3     | 1                              | 2     | 1      | 2     |  |  |
| <b>Factor 1</b>                                           |                           |       |        |        |       |       |                                |       |        |       |  |  |
| <u>Services Provided</u>                                  |                           |       |        |        |       |       |                                |       |        |       |  |  |
| 2. provide leisure counseling                             | *.50                      | .02   | .08    | *.42   | -.07  | (.30) | *.50                           | .01   | (.35)  | .18   |  |  |
| 7. enhance cultural heritage                              | *.63                      | (.37) | -.01   | *.64   | .18   | -.06  | *.66                           | .20   | *.67   | .00   |  |  |
| 10. provide ser.to special need populations               | (.39)                     | .21   | .25    | (.38)  | -.06  | (.37) | *.42                           | .27   | (.31)  | .25   |  |  |
| 14. help participants achieve their personal goals        | *.64                      | .21   | .14    | *.66   | .20   | (.36) | *.66                           | .18   | *.68   | .12   |  |  |
| 24. equip people with skills necessary for participation  | *.66                      | .05   | .14    | *.60   | .05   | -.17  | *.67                           | .06   | *.60   | -.16  |  |  |
| 26. provide services to senior citizens                   | *.68                      | .00   | .21    | *.71   | .06   | .06   | *.69                           | .08   | *.68   | .02   |  |  |
| 31. meet self expression needs of individuals             | *.62                      | .10   | .21    | *.64   | .17   | .12   | *.64                           | .14   | *.65   | .14   |  |  |
| 34. provide services for teens                            | *.55                      | (.37) | (-.31) | (.50)  | *.63  | -.14  | *.56                           | .00   | *.67   | .17   |  |  |
| 36. promote community moral & unity                       | *.71                      | .12   | .15    | *.61   | .08   | .09   | *.72                           | .11   | *.60   | .07   |  |  |
| 41. promote general mental & physical health              | *.66                      | -.05  | .11    | *.72   | .00   | .04   | *.66                           | -.03  | *.68   | -.02  |  |  |
| 42. to provide services to cultural ethnic populations    | *.67                      | (.31) | -.02   | *.69   | .19   | -.20  | *.69                           | .15   | *.73   | -.13  |  |  |
| 44. provide environmental education                       | *.61                      | .11   | .06    | *.51   | .08   | .20   | *.62                           | .05   | *.49   | .17   |  |  |
| 50. promote intellectual growth                           | *.68                      | .23   | .02    | *.69   | .07   | .06   | *.71                           | .11   | *.67   | .03   |  |  |
| 52. provide services for adults                           | *.62                      | .17   | .20    | *.63   | (.36) | -.07  | *.64                           | .20   | *.71   | .09   |  |  |
| 56. directly establish programs to meet local needs       | *.42                      | (.42) | .03    | *.49   | (.33) | .06   | *.46                           | .28   | *.56   | .19   |  |  |
| <b>Factor 2</b>                                           |                           |       |        |        |       |       |                                |       |        |       |  |  |
| <u>Adaptational</u>                                       |                           |       |        |        |       |       |                                |       |        |       |  |  |
| 6. develop revenue sources to lower tax subsidies         | .21                       | *.51  | -.21   | .14    | *.59  | -.23  | .24                            | .21   | (.32)  | .11   |  |  |
| 9. establish parks and open spaces                        | .01                       | *.60  | .09    | .17    | *.53  | .28   | .07                            | *.50  | .29    | *.51  |  |  |
| 11. involve citizens in planning processes                | .10                       | *.57  | .23    | .10    | *.57  | .10   | .16                            | *.56  | .25    | (.38) |  |  |
| 16. secure new revenues to support existing programs      | (.37)                     | *.54  | -.23   | (.39)  | *.41  | .08   | *.40                           | .20   | *.49   | .25   |  |  |
| 19. provide services for children                         | .13                       | *.70  | -.06   | (.30)  | *.58  | .07   | .19                            | *.46  | *.44   | (.34) |  |  |
| 28. ensure favorable political appraisal                  | .25                       | (.42) | (.43)  | .10    | *.58  | (.39) | (.31)                          | *.57  | .23    | *.63  |  |  |
| 29. ensure adequate future land supply                    | .05                       | *.48  | .10    | .04    | *.68  | .15   | .10                            | (.42) | .14    | *.50  |  |  |
| 51. provide non-financial assistance to groups            | .05                       | *.55  | .21    | .18    | *.63  | .05   | .11                            | *.54  | (.34)  | *.41  |  |  |
| 53. develop short range plans                             | .19                       | *.54  | .19    | .06    | *.57  | .07   | .25                            | *.50  | .21    | (.36) |  |  |
| 55. develop new revenue sources to expand services        | .29                       | *.61  | .26    | .06    | .27   | (.33) | (.35)                          | *.59  | .11    | *.42  |  |  |
| <b>Factor 3</b>                                           |                           |       |        |        |       |       |                                |       |        |       |  |  |
| <u>Planning</u>                                           |                           |       |        |        |       |       |                                |       |        |       |  |  |
| 15. develop long range plans                              | -.16                      | *.59  | .19    | -.29   | *.55  | (.33) | -.10                           | *.58  | -.15   | *.59  |  |  |
| 39. continually assess community needs                    | (.37)                     | *.50  | .26    | .10    | *.42  | .16   | (.43)                          | *.50  | .20    | (.35) |  |  |
| 46. communicate agency philosophy to community groups     | (.47)                     | *.50  | .16    | .27    | .23   | *.46  | (.41)                          | *.50  | .29    | *.49  |  |  |
| 47. maintain facilities and parks to optimal standards    | .20                       | .18   | (.31)  | .20    | (.33) | .22   | .23                            | (.32) | .23    | (.39) |  |  |
| 57. protect employee labor/professional rights            | .28                       | *.40  | .26    | .22    | *.49  | .18   | (.32)                          | *.41  | .22    | *.52  |  |  |



Appendix vi (Con't)

"REVISED" INSTRUMENT (45 Items) -

FACTOR ANALYSES (3 & 2 Factors x 5 Factor Solution's Groupings)

| Goal Type Groupings/Goal Statement<br>(5 Factor Solution)  | 3 Factors<br>(Goal Focus) |       |       |              |       |       | 2 Factors<br>(Goal Categories) |       |              |       |
|------------------------------------------------------------|---------------------------|-------|-------|--------------|-------|-------|--------------------------------|-------|--------------|-------|
|                                                            | Current                   |       |       | Future       |       |       | Current                        |       | Future       |       |
|                                                            | 1                         | 2     | 3     | 1            | 2     | 3     | 1                              | 2     | 1            | 2     |
| <b>Factor 4</b>                                            |                           |       |       |              |       |       |                                |       |              |       |
| <u>Motivational</u>                                        |                           |       |       |              |       |       |                                |       |              |       |
| 3. utilize volunteers effectively                          | .08                       | .01   | (.38) | .03          | .06   | (.36) | .02                            | (.37) | .03          | .25   |
| 5. beautify the community                                  | .09                       | .27   | (.32) | .43          | .05   | .22   | (.30)                          | .29   | .11          | *.41  |
| 8. involve staff in planning processes                     | .05                       | (.44) | *.55  | .03          | (.33) | (.39) | (.35)                          | *.47  | .28          | (.31) |
| 18. foster family unity                                    | -.06                      | .29   | *.42  | .01          | (.33) | *.40  | .10                            | *.43  | .24          | (.36) |
| 21. improve employee motivation by developing loyalty      | .12                       | (.35) | *.51  | .07          | .11   | *.66  | (.39)                          | (.39) | .03          | *.61  |
| 30. staff delegation for effective management              | .26                       | .16   | *.47  | .11          | *.53  | .27   | (.32)                          | *.50  | .24          | *.50  |
| 35. provide adequate employee compensation                 | .15                       | .27   | .27   | .12          | .14   | (.33) | .19                            | (.35) | .13          | (.33) |
| 49. promote employee trust and harmony                     | .00                       | (.35) | *.69  | .04          | (.30) | *.63  | (.39)                          | *.42  | .24          | *.53  |
| <b>Factor 5</b>                                            |                           |       |       |              |       |       |                                |       |              |       |
| <u>Positional</u>                                          |                           |       |       |              |       |       |                                |       |              |       |
| 17. establish employee performance standards               | -.04                      | .27   | *.51  | -.12         | .14   | *.58  | .01                            | *.55  | -.13         | *.57  |
| 25. ensure favorable political appraisal                   | .21                       | .26   | *.53  | -.19         | .12   | *.61  | -.49                           | *.40  | -.20         | *.59  |
| 28. explore new efficiency/effectiveness measures          | -.04                      | .24   | *.52  | -.05         | .21   | *.43  | .01                            | *.54  | -.03         | *.48  |
| 32. ensure favorable appraisal of agency by other agencies | -.09                      | .17   | *.49  | -.07         | .08   | *.72  | -.04                           | *.47  | -.10         | *.66  |
| 37. continually evaluate agency operations                 | .11                       | .08   | *.83  | .11          | -.06  | *.67  | .17                            | *.60  | .03          | *.52  |
| 43. attract new clients to gain citizen support            | -.22                      | (.32) | .11   | .04          | (.30) | (.39) | .19                            | (.33) | .09          | *.48  |
| 48. directly establish facilities to meet local needs      | .02                       | -.05  | *.45  | (.32)        | .00   | (.35) | .04                            | .26   | .28          | .28   |
| <b>Eigenvalue</b>                                          | 10.8                      | 3.8   | 3.1   | 9.5          | 4.4   | 3.0   | 10.8                           | 3.8   | 9.5          | 4.4   |
| <b>% of Variance Explained</b>                             | 24.0                      | 8.2   | 6.9   | 21.0         | 9.8   | 6.7   | 24.0                           | 8.2   | 21.0         | 9.8   |
| <b>Cumulative %</b>                                        | 24.0                      | 32.2  | 39.1  | 21.0         | 30.9  | 37.6  | 24.0                           | 32.2  | 21.0         | 30.9  |
| <b>Varimax Converged in</b>                                | 8 Iterations              |       |       | 3 Iterations |       |       | 9 Iterations                   |       | 3 Iterations |       |

CODES:

\* - goal item's highest (predominant) reasonably discreet Factor loading greater than .40

() - goal item's other high factor loadings greater than .30